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ABSTRACT

Activities aimed at addressing the need for recruiting women and minorities in school administration are presented in this resource manual, which is a collective work of the Study Group on Women and Minorities sponsored by the National LEADership Network. Each section describes an interactive, adaptable activity that is aimed at policymakers and administrative staffs. The first activity focuses on how to obtain, use, and disseminate information to create a state demographic profile. The second activity aims to share information about several current recruitment programs and to help Leadership in Educational Administration Development (LEAD) directors plan for expanding recruitment efforts. Providing entry-level support is the purpose of the third activity, which is designed to create awareness and encourage the development of entry-level programs for women and minorities. The fourth activity examines the promotion of advancement opportunities for women and minorities: identifying barriers to advancement and determining strategies to overcome them, and valuing diversity in leadership styles. Activity 5 helps administrators create an action plan. Forty-three figures can be made into transparencies, and a list of resources accompanies each section. Appendices contain an article on access to the roles of school leadership, resolutions adopted by the National School Boards Association (NSBA) and American Association of School Administrators (AASA), LEAD Center directors/trainers resources, and training activity notes. (Contains 44 references.) (LMI)

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EA

Strengthening Support & Recruitment of Women & Minorities to Positions in Education Administration

A Resource Manual

U.S. Department of Education
Office of Educational Research and Improvement

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December 1992

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A Message to the Reader

American political, administrative, and educational institutions generally function well with only a modicum of formal leadership. We traditionally count less upon the charisma of a special person "at the top" and rely more upon the distribution of dependable and skilled workers and "leaders" throughout the organizational fabric.

In the face of great change and vital challenges, however, the leadership function assumes a critical dimension. Institutions call upon special qualities of skilled leadership for new vision, the imagination to rouse others to it, and the capacity to organize resources to carry it through. We are at such a time today in American education.

As America moves into the decade of the 1990s, we must prepare to meet such challenges of the 21st century:

- Preparing citizens for a democracy in a changing, increasingly interdependent international economic and political order;
- Training a skilled work force to meet the human capital requirements of an "information" society and increasingly competitive, polycentric world economy; and
- Restructuring the education system so it can meet these needs within the context of dramatic changes in the nation's demographic composition, traditional social institutions, and domestic economy.

Support of the Study Group on Women and Minorities is an important piece in the efforts of the U.S. Department of Education's Leadership in Educational Administration Development (LEAD) program to help provide the leadership America's schools will need to meet these conditions.

LEAD has funded training and technical assistance centers to improve school leadership in each of the 50 states, the District of Columbia, and 6 insular areas in the Caribbean and Pacific. Creating a pool of talented leaders is paramount in the LEAD mission.

In its mandate to LEAD, Congress called for "particular emphasis upon improving access for women and minorities to administrative positions." Nationwide, a large percentage of today's administrators will turn over in the next few years. A substantial overall shortage of suitably trained administrators is projected, an amount for which able, new candidates are needed. But bodies alone are not the problem. At a time when schools need the best leadership possible, when they should be able to call upon the best talent this country has to offer, large segments of the population are systematically overlooked or blocked from access to leadership positions by restrictive recruitment and selection processes or by the lack of inducements and support for choosing to enter the profession.

The U.S. Department of Education in partnership with Kraft General Foods, Inc., is helping schools do something about this situation. Under an exceptionally bold and generous grant from the Kraft General Foods Foundation, which has made possible the creation of the National LEADership Network and its program to promote the common acitivities of the LEAD centers nationwide, the National LEADership Network Study Group on Women and Minorities has taken form. Several LEAD centers with a particular interest or capacity in this area make up the group. They have devised for themselves the task of pooling their concern, competence, and resources to find ways of helping themselves, LEAD colleagues, and others in the field of education better develop and tap important human resources. This handbook is the first product of their labors.

It is our hope that the handbook will be read and used by a large and diverse audience. It is meant primarily for such "employers" in education as school board members, superintendents, and central office staff. It speaks also to the web of influential community members, school colleagues, and family members who affect decisions and opportunities for leadership employment. It may be that it will also serve, at least implicitly, to inspire dedicated and able women and minority group members not only to aspire to school leadership roles but also to believe that their best efforts to attain them will be justly rewarded.

To the extent that our hopes are met, America's schools will be served by a more diverse, talented, and skillful corps of leaders and our children will be better prepared to take their places successfully in the world of tomorrow.

Hunter N. Moorman
Former LEAD Program Manager

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Introduction

The Study Group on Support and Recruitment of Women and Minorities to Administrative Positions knew from its first meeting at the National LEADership Network Conference in December 1988 that the issue of women and minorities in school administration was and would continue to be critical to school districts nationwide. LEAD centers as statewide agencies can and should have a key role in working with school district top managers and policymakers, administrator preparation institutions, and professional organizations to address this issue.

Considering the changing demographics in our student and staff population, there are not enough qualified women and minorities being encouraged to enter education administration or to move into positions with greater responsibility. Institutions of higher education, school districts, and administrator organizations must work together to examine the data, expand recruitment efforts, provide entry–level support, promote advancement opportunities, and determine next steps.

The activities in this resource manual are aimed at those who make policies and decisions about the staffing of administrator positions. These activities can stand alone, are flexible in delivery time, and can be adapted to the specific audience and context. Delivery time for each activity can range from 15 to 20 minutes for a top management or association meeting to 55 minutes to 2 hours for a conference session. All activities are interactive with the audience. Participants are encouraged to reflect on their own situations and plan for the future.

Readings, individual reflection, small group discussions, and whole group participation are options. Any of the pages of the manual can be made into overhead transparencies for presentations.

The underlying assumption for *Strengthening Support and Recruitment of Women and Minorities to Positions in Education Administration: A Resource Manual* is that we have a commitment to act.

Transparency 1

Purpose of the Study Group

**To provide information
and successful strategies to LEAD directors
on the recruitment, entry–level support, and advancement
opportunities for women and minorities in
education administration.**

Transparency 2

Outcomes

As a result of the activities in this resource manual, you will:

- Increase your understanding of how to obtain and use demographic information purposefully;
- Be more knowledgeable about successful strategies and programs;
- Recognize the necessity for purposeful planning and action at the recruitment, entry, and advancement levels;
- Be more aware of resources and be able to identify them; and
- Be able to evaluate or initiate a plan of action.

Activity 1

Establishing a Context by Developing a State Demographic Profile

Intent

Data Collection

Sample Formats for Data Presentation

Resources

Transparency 3

Activity 1

Establishing a Context by Developing a State Demographic Profile

- Intent
- Data Collection
- Sample Formats for Data Presentation
- Resources

Transparency 4

The intent of this activity is to:

- Provide LEAD directors with information on how to obtain and use demographic data purposefully;
- Demonstrate how demographic data can be presented to specific audiences; and
- Recognize that data can be the foundation for planning recruitment efforts, entry–level support, and advancement opportunities.

Transparency 5

Q: In 1928, 55 percent of elementary school principals were women. By the 1987–88 school year, what percentage of these principalships was held by women?

A: By 1987–88, women held only 20 percent of elementary school principalships.

SOURCE: Educational Research Service (from a 10–year National Association of Elementary School Principals Study).

Transparency 6

Q: What percentage of public school principalships were held by minorities in 1987–88?

A: Fifteen percent of public school principalships were held by minorities in 1987–88.

SOURCE: Educational Research Service (from *Women and Minorities in School Administration*, American Association of School Administrators, August 1988).

Transparency 7

Q: Between now and the year 2000, what percentage of those entering all jobs in the United States are forecast to be women, ethnic minorities, and immigrants?

A: More than 68.4 percent of those entering jobs between now and the year 2000 will be women, ethnic minorities, and immigrants while the population and work force will grow more slowly than any time since the 1930s. Also, the average age of workers will increase, while the pool of younger workers will shrink.

SOURCE: U.S. Bureau of Labor Statistics. "Labor Force Projections, The Baby Boom Moves On," *Monthly Labor Review*. November 1991.

Transparency 8

Q: In 1967, women earned 62 cents for every dollar men earned. How much did women earn for every dollar men earned in 1990?

A: By 1990, women earned 72 cents for every dollar men earned.

SOURCE: U.S. Bureau of Labor Statistics. *Employment and Earnings*. January 1991.

Transparency 9

Q: American Association of School Administrators survey data indicated that in 1974–75 school administrators 55 years of age or older represented 23.1 percent of the total. By 1987–88, what percentage of all school administrators were 55 years of age or older?

A: By 1987–88, 29.9 percent of all school administrators were 55 years of age or older. The average age of school administrators has increased in the last 10 years.

SOURCE: American Association of School Administrators Survey.

Transparency 10

Q: Out of a total of 8,081 superintendents in 30 states in 1987–88, what percentage belonged to a racial minority group?

A: In 1987–88, 3.1 percent of the superintendents in 30 states belonged to a racial minority group.

SOURCE: Educational Research Service (from *Women and Minorities in School Administration*, American Association of School Administrators, August 1988).

Transparency 11

Why is data collection important?

Some level of data collection is absolutely necessary before serious attempts are made to develop career advancement support for women and minorities. This information can be used as a:

- **Starting point for making future program plans and decisions;**
- **Needs assessment; and**
- **"Tool" to open up dialog with decisionmakers.**

Transparency 12

Definitions

Before collecting data, a consistent definition of minority status needs to be addressed. The Equal Employment Opportunity Commission has established guidelines designating the following five race/ethnic categories:

- **American Indian or Alaskan Native—A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.**

- **Asian or Pacific Islander—A person having origins in any of the original people of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. The area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.**

- **Black (not of Hispanic origin)—A person having origins in any of the black racial groups of Africa.**

- **Hispanic—A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.**

- **White (not of Hispanic origin)—A person having origins in any of the original peoples of Europe, North America, or the Middle East.**

Data Collection

How to Proceed

Determine what information you want. What questions do you have about administrative staffing in your state? Possible questions might include:

- What percentage of school administrators are females? What is the breakdown by administrative positions?
- What percentage of school administrators are minorities? What is the breakdown by administrative positions?
- What have been the staffing trends within the state or regional districts over a period of years?
- How is retirement going to affect future administrative staffing? What are the state retirement projections for building level and central office positions?
- What are the characteristics (race, ethnicity, sex) of the emerging applicant pool enrolled in university educational administration programs?
- What percentage of individuals are certified in administration but are not in administrative positions?

Always start with basic quantitative questions; when they are answered, more complex concerns will arise. (Refer to the Resources section at the end of this activity for studies and surveys that may be helpful in generating other questions.)

The Data Search

Find out what information is already available. Call the State Department of Education's (SDE) Research Division, higher education institutions, and state professional organizations to determine what demographic data is collected and whether staffing reports have been produced. While the strongest sources may vary from state to state, the following resources are readily available:

- **SDE (Research Division)**—This office should have basic staffing demographic information on age, sex, years of experience, staffing assignments, race, ethnicity, salary, education level, staffing breakdown by district and region, and certification information.
- **Higher Education**—Education administration departments should be able to provide student enrollment and faculty staffing data.
- **SDE (District Staff Directory)**—The directory serves as a quick way to verify district administrative staffing by sex. Directories usually exclude supervisor and coordinator positions.
- **Professional Organizations**—Contact national, state, and local organizations that have task forces or committees on the topic of underrepresented groups or that have expressed concern about the issue.

If more information is needed:

- Compare the information you collect for your state with national data.
- Refer to the Resources section of this activity.

Suggestions for Obtaining Data

- Be clear about what you want.
- Establish contacts in the state resource institutions. Staff in the State Department of Education, Research Division, have the potential to be your best resource. They can be very amenable to special requests for information.
- Be sure to ask the State Department of Education for computer printouts (not only summaries) of the demographic information.
- Design clear and concise surveys. Refer to other studies and reports. Remember, if your survey is mailed out, you may expect a low rate of response. Some followup will be necessary.
- Involve other people in the data collection and analysis. Universities offer a logical resource in this area. In Connecticut, for example, the LEAD Center formed a study group, comprised mostly of administrative aspirants, to assist in collecting information. This experience provided the study group with an opportunity for meaningful professional development and heightened the visibility of the group as well.

How The Data Can Be Used

Present the data. You will need to plan different ways to convey the data. Do not rely on one source—repetition in varied modes is more effective. How to use this information to open doors for preliminary discussion is the key factor. You might consider

- Making presentations to professional organization boards (i.e., superintendent associations, board associations);
- Creating a visual representation of data (referring to sample bar graphs);
- Publishing a report;
- Writing articles for state professional journals and newsletters; or
- Using other professional organizations for workshop time during a scheduled conference or convention.

Cautions and Pointers:

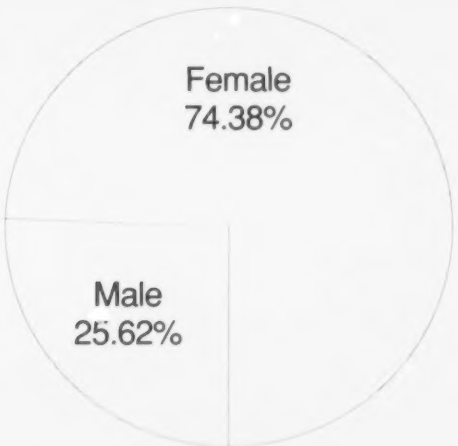
- Stimulate discussion by presenting data objectively. Try not to provoke defensive responses (you run the risk of losing your target audience).
- Target your presentation to the specific audience. For example, if you are writing an article for the State School Boards Association, target the article to reflect policy implications.
- Design presentations to motivate the audience. For example, an effective strategy to use with policymakers might be to present data accompanied by current projections of administrative turnover and then follow with a discussion on how prepared they think they are to address such a turnover.

Sample Formats for Data Presentation

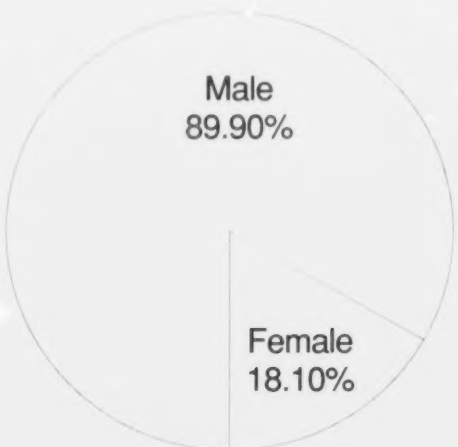
Data for illustrative purposes only, taken from Kentucky LEAD Center, Frankfort, Kentucky.

Transparency 13

(Name) Public Schools
Sex Distribution of Total Certified Staff



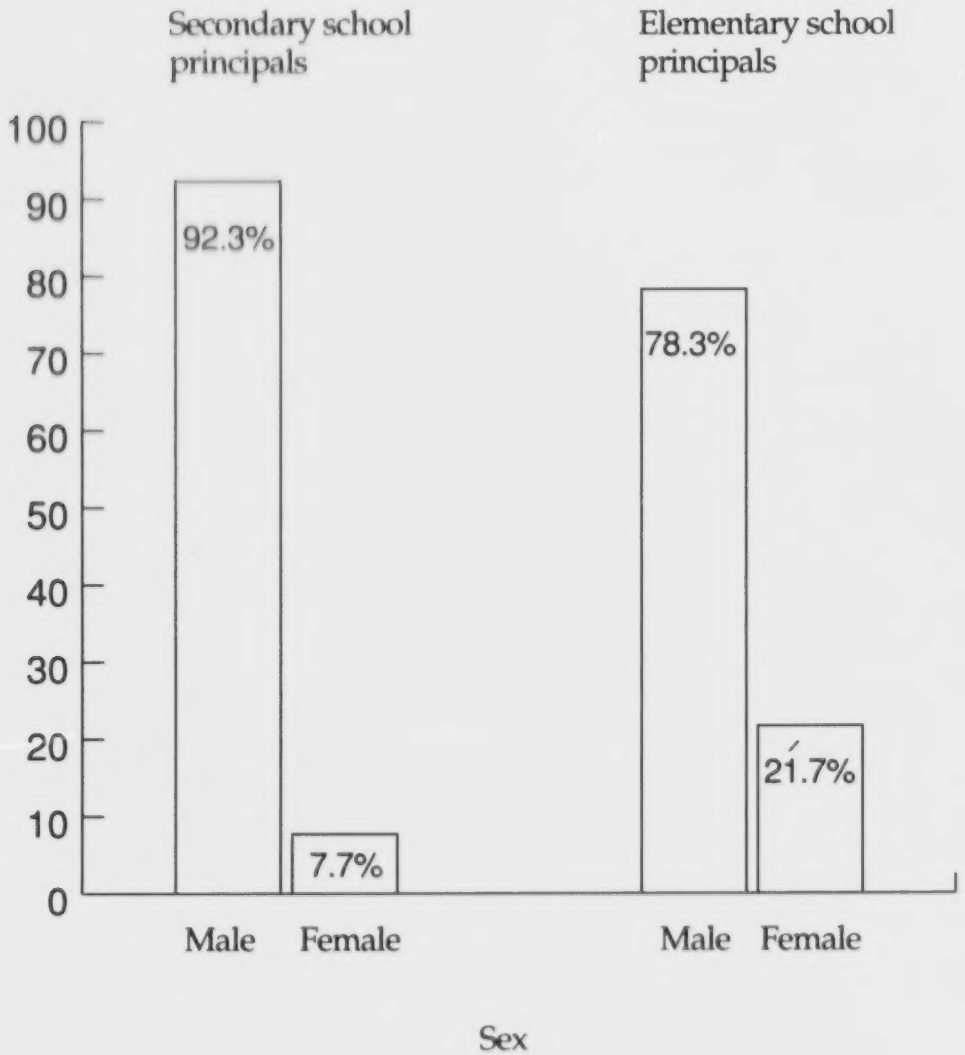
Sex Distribution in Administrative Positions



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 14

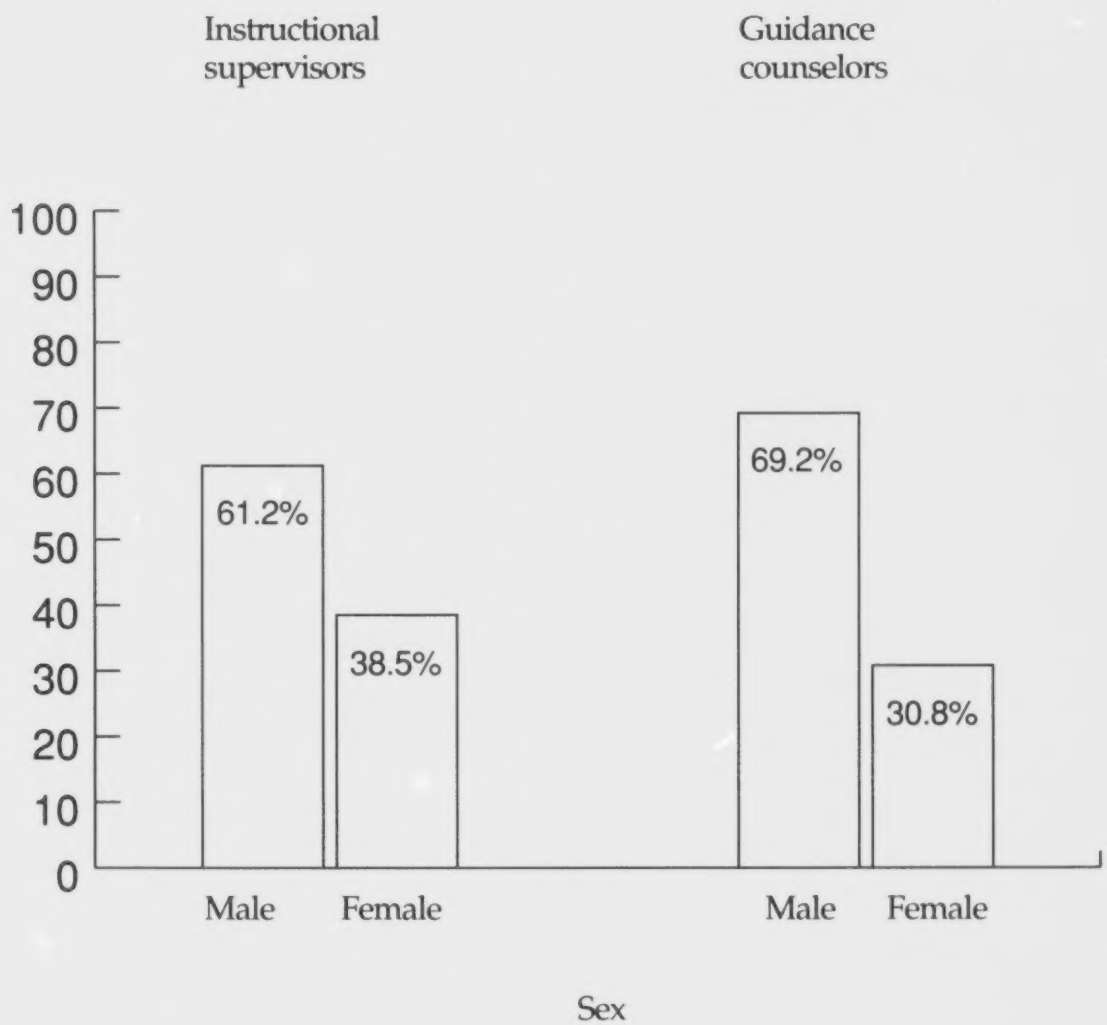
(Name) Public Schools
Sex Distribution of Principals, by School Level



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 15

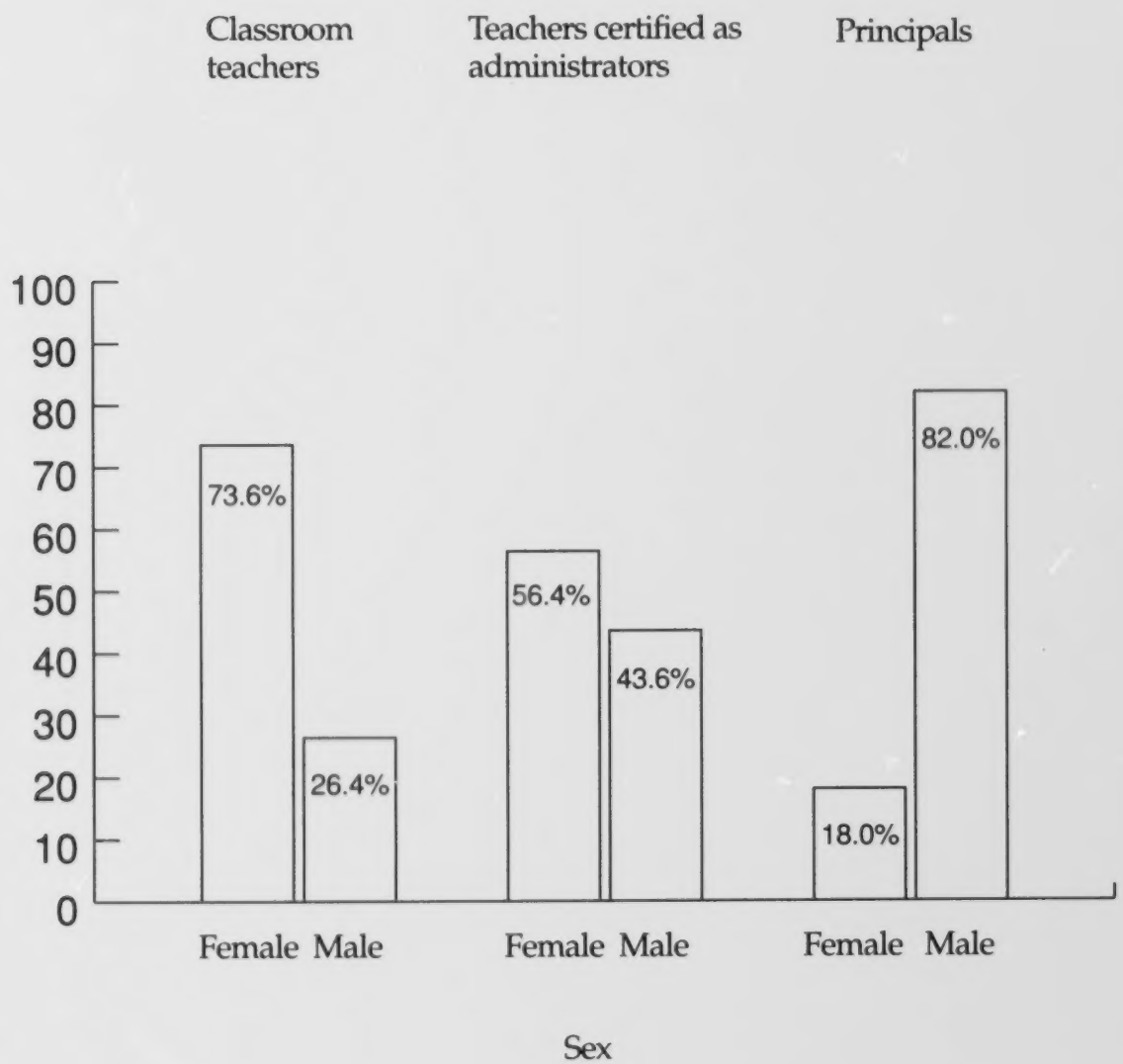
(Name) Public Schools
Sex Distribution of Assignments as Instructional Supervisor and Guidance Counselor



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 16

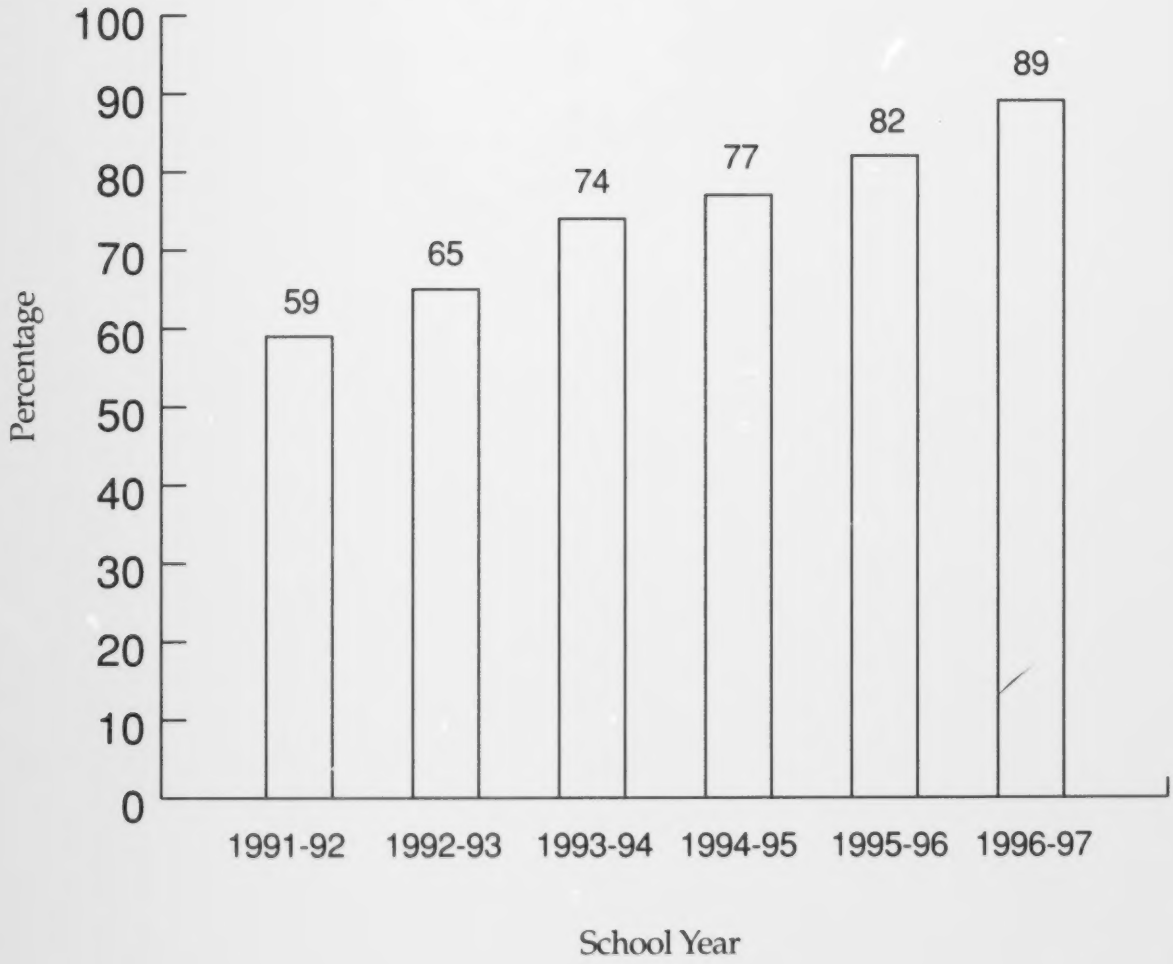
(Name) Public Schools
Comparison of Certification and Employment, by Sex



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 17

Superintendents Eligible for Retirement, by School Year

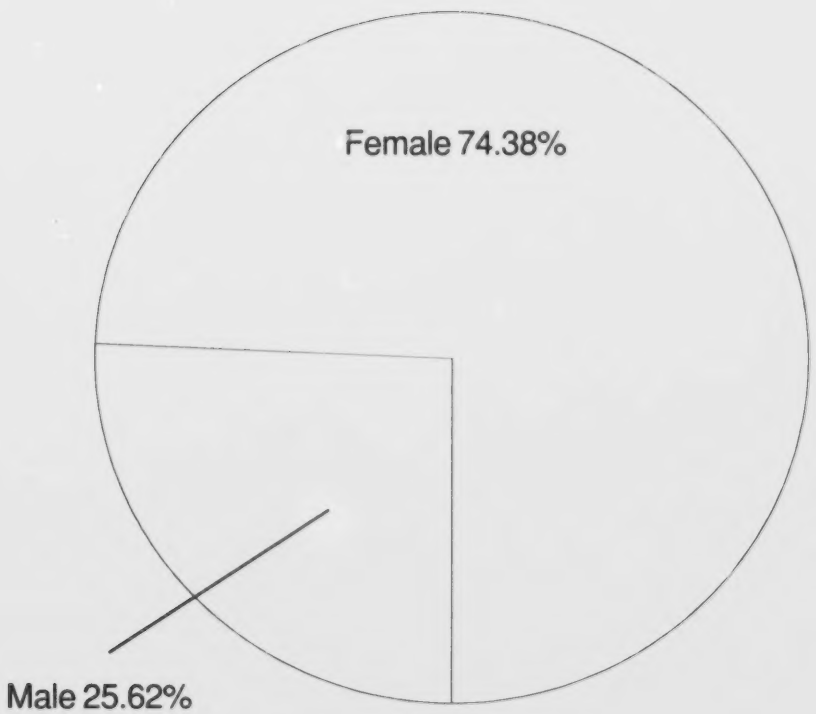


NOTE: Projections based on 27 years of service in education

Based on (academic year) school data furnished by the (State) Department of Education

Transparency 18

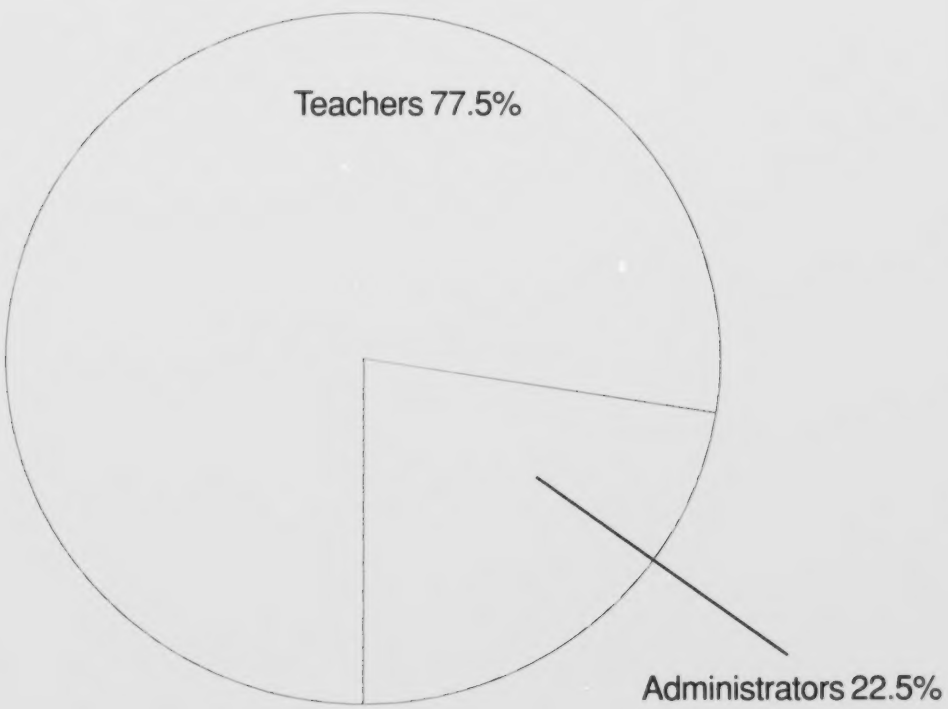
Total Certified Staff, by Sex



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 19

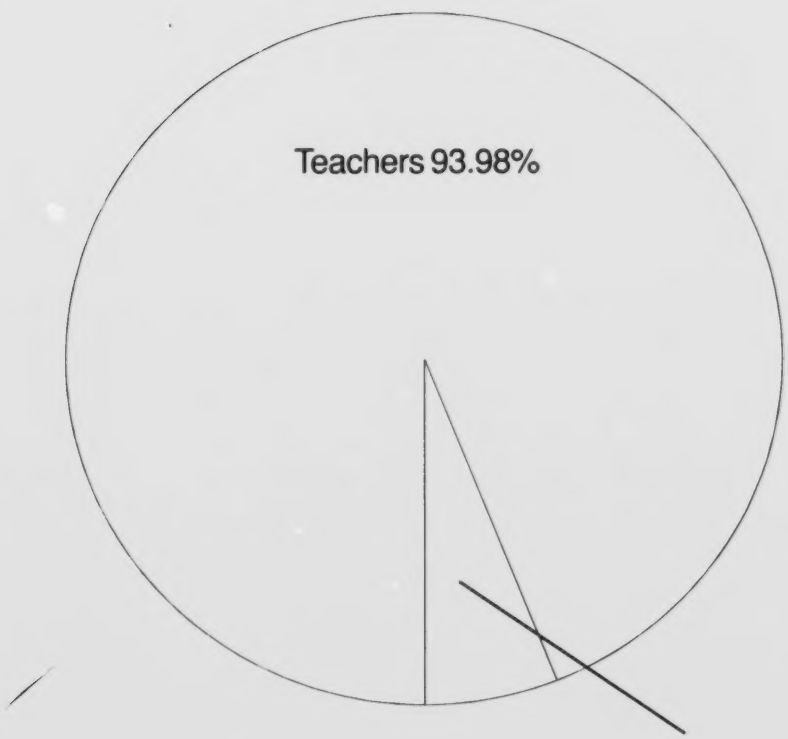
Total Certified Male Staff in Administrative and Teaching Positions



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 20

Total Certified Female Staff in Administrative and Teaching Positions



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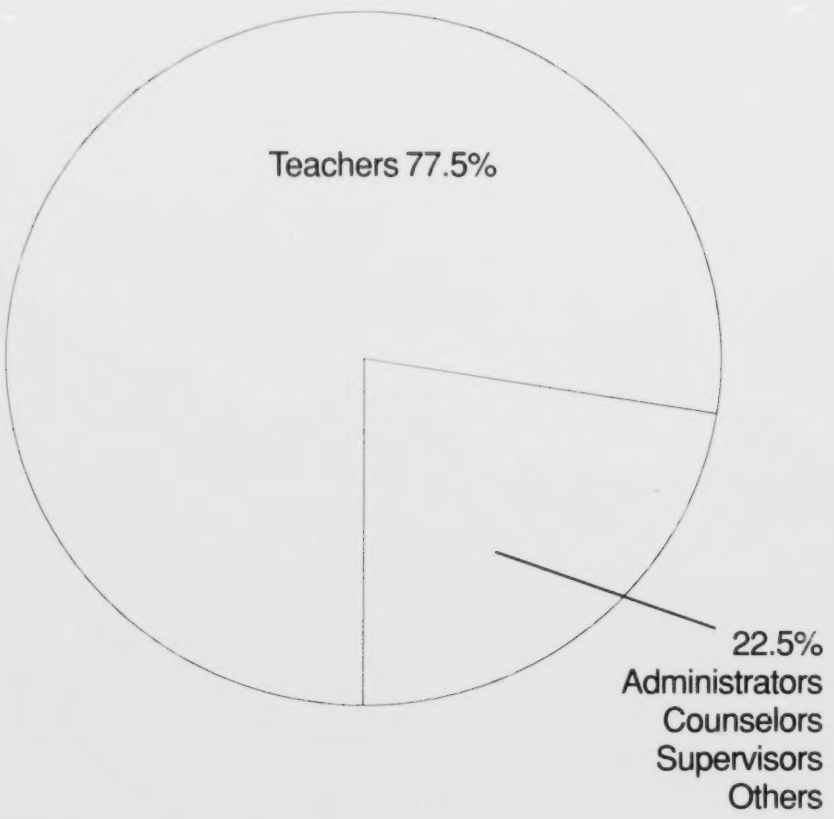
Transparency 21

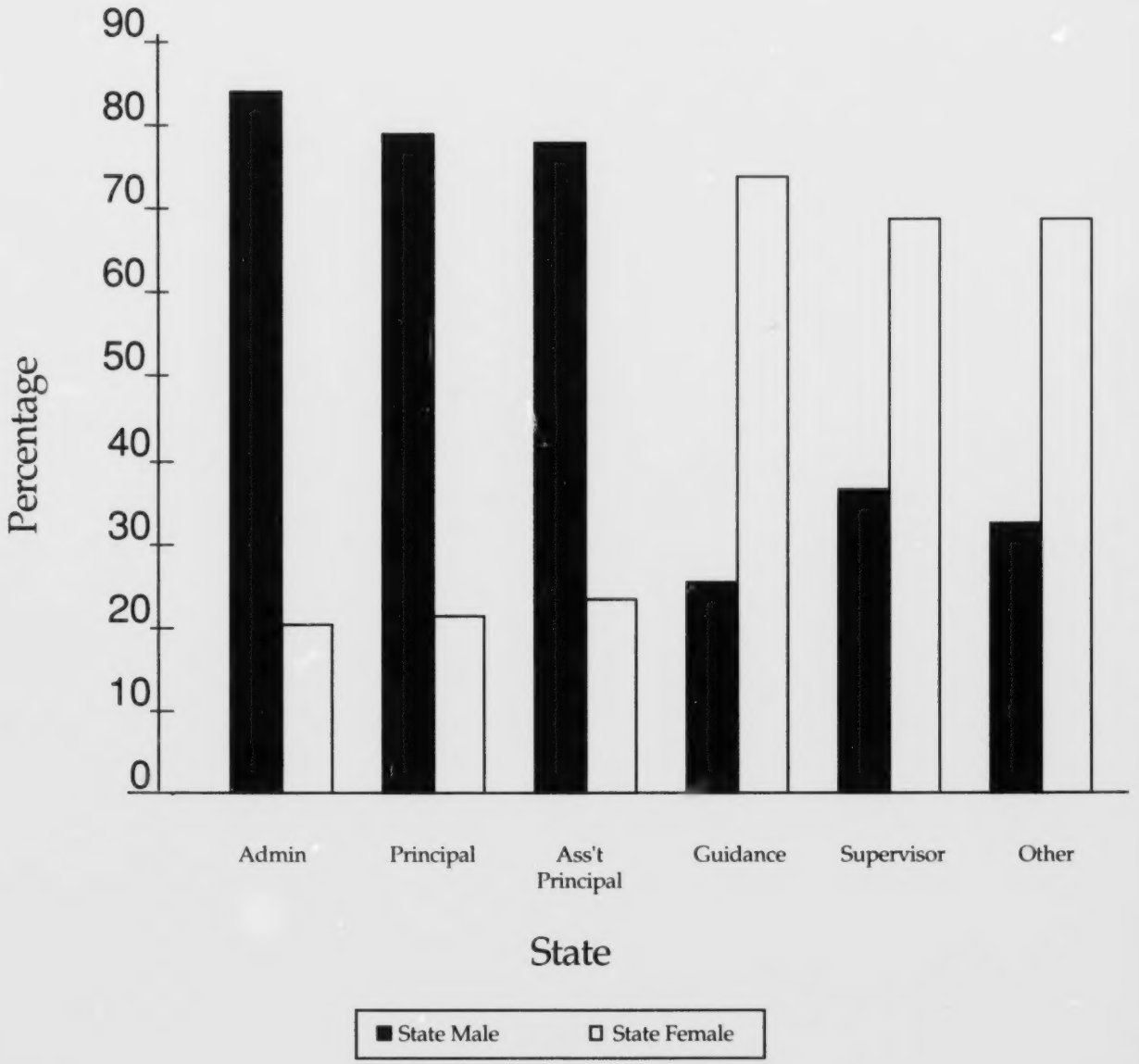
Total Certified Male Staff, by Position



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 22

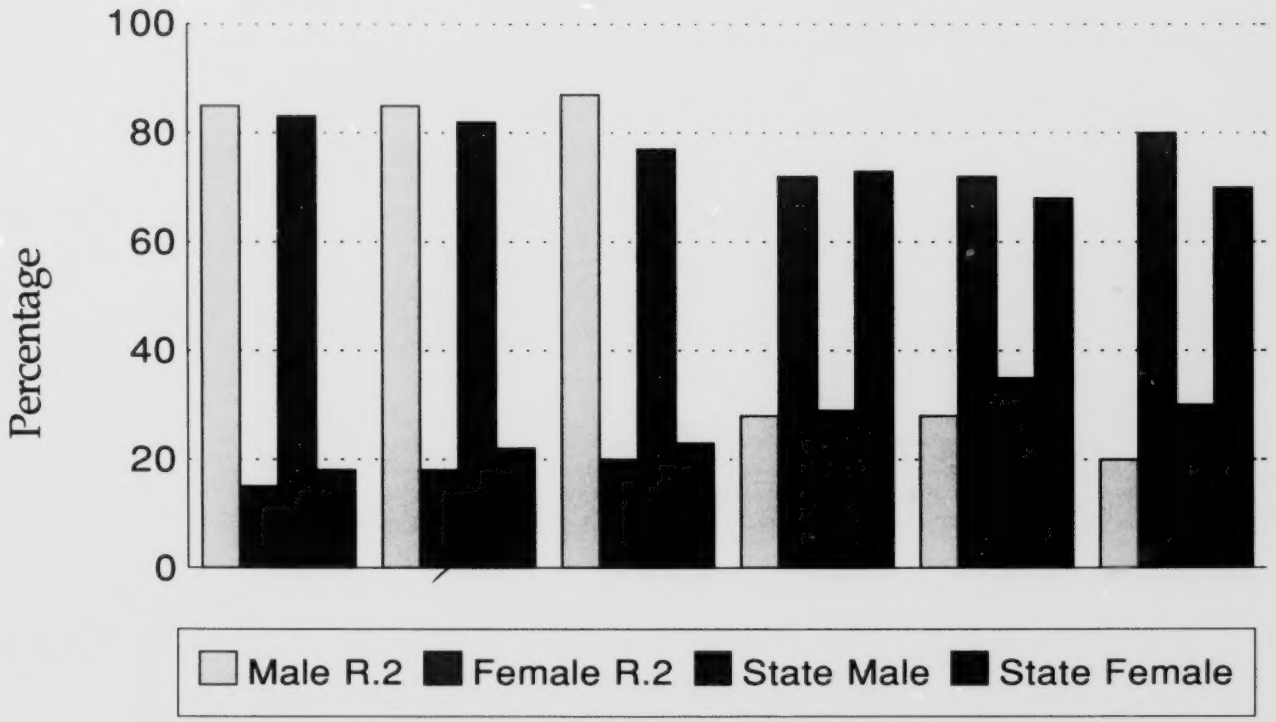
State Administrative Roles, by Sex



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 23

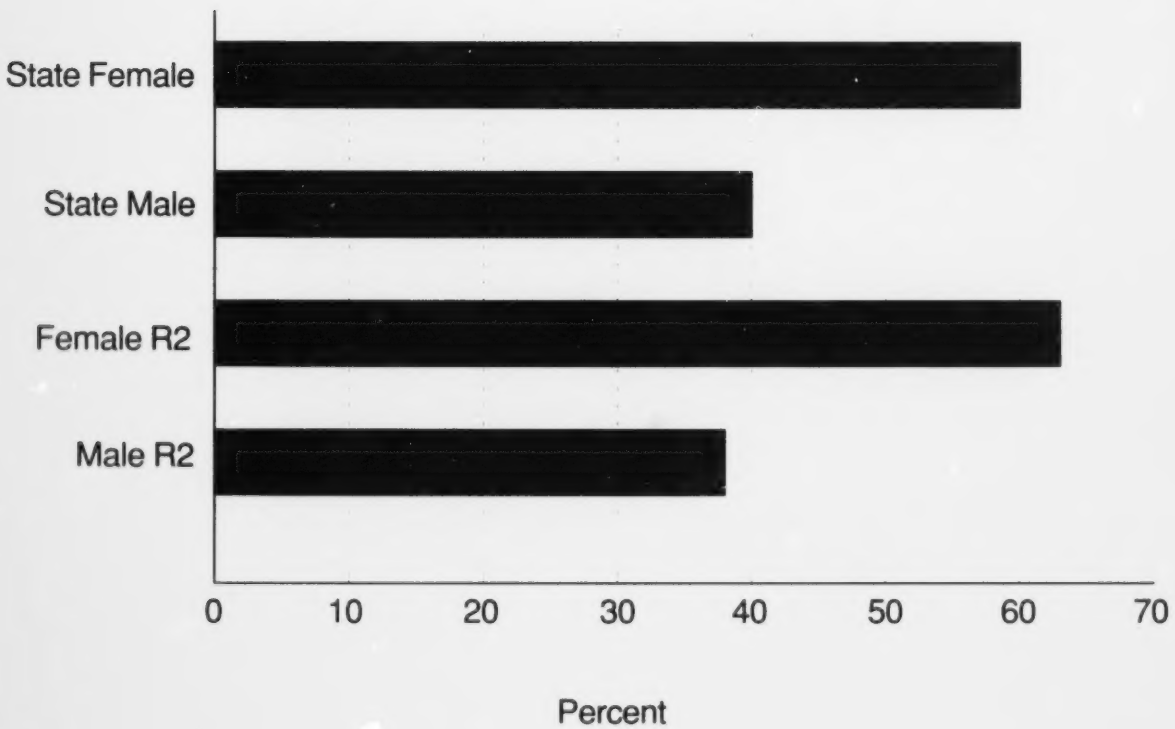
Administrative Roles for Region 2, by Sex



Based on (academic year) school data furnished by the (State) Department of Education

Transparency 24

Educators Holding Administrative Certification Not Currently Employed in a Leadership or Supervisory Role, Region 2, by Sex



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Arlington, VA 22209
Contact: Mary Reese
(703) 528–0700

Study:
— *Women & Minorities in School Administration*, a biannual study that tracks trends (aggregate) in the number of women and minorities in targeted administrative positions (superintendent, assistant superintendent, principal, administrative, and supervisory positions).

Equal Employment Opportunity Commission
1801 L Street NW
Washington, DC 20507
Contact: Linda Jackson
(202) 663–7079

Surveys (provide sex, race, ethnicity breakdown):
— Elementary and secondary (even years).
— Higher education (odd years).
— Administrative staffing (biannual).

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314
Contact: Ron Areglado
(703) 684–3345

Study:
— *The K–8 Principal in 1988*, the sixth in a series of research studies launched in 1928.

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
Contact: Maryellen Parker
(703) 860–0200

Study:
— *High School Leaders and Their Schools* (1988), a national study of high school principals and assistant principals.

National Center for Education Information
4401 A Connecticut Avenue NW #212
Washington, DC 20008
Contact: Emily Feistritzer
(202) 362–3444

Surveys:
— Annual survey of teacher/supply demand (random sample of school districts throughout the country).
— Administrator survey (directed to principals and superintendents regarding turnover).

Publications:
— Teacher education reports, a summary of national trends.

National Center for Education Statistics
555 New Jersey Avenue NW
Washington, DC 20208
Contact: Lewis Walker
(202) 219–1651

Surveys:
— An annual survey to each of the states about the number of schools, enrollment, number of teachers and administrators (by position), financial data, and high school graduates. Sex and race/ethnicity are not reported.
— School staffing survey (as of November 1989).
— Selected characteristics of public and private school administrators (April 1990).
— A summary of a variety of surveys can be found in the most recent edition of *Digest of Education Statistics*.

Data bank:
— National Data Resource Center — contact Jerry Malitz at (202) 219–1364

Office for Civil Rights
400 Maryland Avenue SW
Washington, DC 20202
Contact: Larry Bussey
(202) 732–1616

Surveys (focus on student data):
— Elementary and secondary (odd years).
— College (even years), includes race, ethnicity, sex, major fields, and degrees conferred, by state and institution.

U.S. Bureau of Labor Statistics
Office of Employment Projections
600 E Street NW
Washington, DC 20212
(202) 272–5381

This agency provides labor force statistics and projections.

Desegregation Centers (10 throughout the country)

The desegregation centers help school districts collect data on race, ethnicity, and sex. They also have information available on national statistics. Center publications include *Sex Bias in Colleges and Universities* and *Women in Educational Administration*.

The Network
300 Brickstone Square
Suite 900
Andover, MA 01810
Contact: Ray Rose
(508) 470–0098

Service areas: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

New York University
32 Washington Place, Room 72
New York, NY 10003
Contact: LaRuth Gray
(212) 998–5100

Service areas: New Jersey, New York, Puerto Rico, and the U.S. Virgin Islands

Mid–Atlantic Equity Center
5010 Wisconsin Avenue NW, Room 310
Washington, DC 20016
Contact: Sheryl Denbo
(202) 885–8536

Service areas: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia

Southeastern Desegregation Assistance Center
Kendall One Plaza
8603 South Dixie Highway, Suite 304
Miami, FL 33143
Contact: Gordon Foster
(305) 669–0114

Service areas: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee

Programs for Educational Opportunity
University of Michigan
School of Education
1033 School of Education Building
Ann Arbor, MI 48109
Contact: Percy Bates
(313) 763–9910

Service areas: Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin

Intercultural Development Research Associates
5835 Callahan, Suite 350
San Antonio, TX 78228
Contact: Alicia Salinas Sosa
(512) 684–8180

Service areas: Arkansas, New Mexico, Louisiana, Oklahoma, and Texas

Midwest Desegregation Assistance Center
Kansas State University
Blue Mount Hall
Manhattan, KS 66506
Contact: Charles Rankin
(913) 532–6408

Service areas: Iowa, Kansas, Missouri, and Nebraska

Mid–Continent Regional Laboratory
12500 East Iliff Avenue, Suite 201
Aurora, CO 80014
Contact: Shirley McCune
(303) 337–0990

Service areas: Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming

Southwest Center for Educational Equity
Southwest Regional Educational Laboratory
4665 Lampson Avenue
Los Alamitos, CA 90720
Contact: Naida Tushnet
(310) 598–7661

Service areas: Arizona, California, and Nevada

Interface Network, Inc.
Desegregation Assistance Center
4800 SW Griffith Drive, Suite 282
Beaverton, OR 97005
Contact: Nancy Huppertz
(503) 644–5741

Service areas: Alaska, Hawaii, Idaho, Oregon, Washington, American Samoa, Guam, and Northern Mariana Islands (Trust Territories of the Pacific)

State and Regional Centers

Connecticut LEAD Center
ACES
205 Skiff Street
Hamden, CT 06517
Contact: Kathy Rockwood
(203) 248–9119, ext. 402

Study:
— *Status of Women and Minorities in School Administration in Connecticut* (February 1989).

Kentucky LEAD Center
1121 Louisville Road
Frankfort, KY 40601
Contact: Betty Lindsey
(502) 223–2756

Trainers manual:
— *Following the Leaders: Implications for School Leadership* (January 1989).

Maine Department of Education
State House Station 23
Augusta, ME 04333–0023
Contact: Polly Ward
(207) 289–5800

Study:
— *A Look at Maine's Superintendents and Principals: The Supply, the Demand, and Implications for Recruitment, Selection and Retention* (October 1988).

Massachusetts LEAD Center
300 Brickstone Square, Suite 900
Andover, MA 01810
Contact: Denise Blumenthal
(508) 470–0098

Survey:
— School administrator survey (March 1988).

New England School Development Council
83 Boston Post Road
Sudbury, MA 01776
Contact: John Sullivan
(508) 443–7991

Study:
— *Administrative Shortage in New England: The Evidence, the Cause, the Recommendations* (June 1988).

New York State LEAD Center
CASDA/LEAD
State University of New York at Albany
135 Western Avenue
Albany, NY 12222
Contact: Maxine Giacobbe
(518) 442–3797

Publication:
— *A View From the Inside: An Action Plan for Gender Equity in New York State Educational Administration* (April 1990).

Oklahoma LEAD Center
Professional Development Center
131 South Flood Avenue
Norman, OK 73069
Contact: Bill Osborne
(405) 364–1339

Administrative credential file:
— Use of computers to program certification, retirement, and basic teaching information within state.

PROBE
College of Education
301 Ramseyer Hall
Ohio State University
29 West Woodruff Avenue
Columbus, OH 43210
Contact: Robert Donmoyer or Brad Mitchell
(614) 292–7909

Paper:
— "Minority Educators in Ohio: A Profile" (December 1988).

Southeastern Educational Improvement Laboratory
PO Box 12746
200 Park Offices, Suite 204
Research Triangle Park, NC 17709
(919) 549–8216

Study:
— *Programs for Preparing Minorities and Women in Educational Administration* (February 1989), a report by Sandra Tonnsen et al.

University of Michigan
Programs for Educational Opportunity
1005 SEB
Ann Arbor, MI 48109
Contact: Tasha LeBeau
(313) 763–9910

Checklist:
— Diversity checklist designed to let education organizations monitor their effectiveness in developing an environment that supports diversity.

Activity 2

Expanding Recruitment Efforts

Intent

Getting Started

Current Recruitment Programs

Closeup: LEAD Programs in Action

Resources

Transparency 25

Activity (2)

Expanding Recruitment Efforts

- Intent
- Getting Started
- Current Recruitment Programs
- Closeup: LEAD Programs in Action
- Resources

Transparency 26

The intent of this activity is to:

- Increase our knowledge about the recruitment of women and minorities into educational administration positions;
- Share information about several current programs that recruit women and minorities into educational administration programs; and
- Assist LEAD directors in preliminary planning for recruitment programs in their home states.

Getting Started

Guidelines for starting a LEAD–sponsored Access Recruitment Program include:

- Getting support from your policy and executive boards or advisory committees;
- Consulting with statewide women and minority administrator educators' organizations;
- Convening an ad hoc Access Task Force to formulate recommendations;
- Emphasizing the need for and importance of in–kind matching funds from sponsoring or cosponsoring state LEAD agencies;
- Consulting with the State Department of Education Equity Education Office and staff about their programs;
- Collecting information about access programs in other states to identify promising projects;
- Identifying model programs in selected districts within the state; and
- Coordinating with institutions of higher education.

Current Recruitment Programs

The recruitment of **women** involves planning and organizing activities to attract more of them into school administrative positions, especially principalships at the middle/junior high/senior high school levels and assistant superintendent and superintendent positions. Mentor programs and action plans are good examples of ways to recruit women.

The recruitment of **minorities** involves planning and organizing activities to attract more minorities into school administrative positions, particularly into college or university teacher and administrator certification programs. Scholarships and fellowships for minorities and mentor programs have been successful ways of attracting minorities.

Examples of LEAD recruitment programs include:

- **Idaho**—The state offers scholarships for ethnic minority candidates to enroll in educational administration programs at three Idaho colleges and universities. Contact: Idaho LEAD Center, (208) 386–6896. (See the Closeup section for more information.)
- **Kansas**—KanLEAD operates a program that provides fellowships to 12 women and minority persons to go through NASSP training and to be teamed with a mentor. Contact: Kansas LEAD Center, (913) 232–6566.
- **Michigan**—The Candidate Pool Project is aimed at developing a pool of candidates to fill administrative positions. Contact: Michigan LEAD Center, (517) 371–5250. (See the Closeup section for more information.)
- **Minnesota**—The Minnesota Administrators Academy provides recruitment seminars and mentors for female and minority administrators. Contact: Minnesota LEAD Center, (612) 293–5165.
- **South Carolina**—MAP, the Minority Administrators Program, coordinated with the University of South Carolina, assists school districts with recruiting, identifying, and training qualified minority educators for leadership positions. Contact: South Carolina LEAD Center, (803) 734–8326.

(See the next page for a complete listing of current LEAD recruitment programs.)

Current LEAD Recruitment Programs

Primarily Women

Idaho—Cosponsors workshops with the National Education Women's Association. Contact Alf Langland at (208) 364-4019.

Kentucky—Conducts a state awareness seminar entitled "Awareness Level Module for Administrators and School Boards Associations." Contact Betty Lindsey at (502) 223–2758.

Maine—Conducts statewide conferences and workshops. Contact Nelson Walls at (207) 623–2531.

Michigan—Conducts the Candidate Pool Program, a model for encouraging women in school administration. Contact David Kahn at (517) 371–5250.

Nevada—Conducts workshops for women aspiring to be top administrators. Contact Judith Williams at (702) 784–1107.

New Mexico—Operates Project AWARE, a State Department of Education sex equity project. Contact Bonnie Page at (505) 277–3943.

South Dakota—Offers scholarships for women in administration. Contact Jeri Engelking at (605) 677–5801.

Utah—Conducts a principal internship program. Contact Ivan Muse at (801) 378–6030.

Vermont—Conducts the Support Networking Training Program. Contact David Wolk at (802) 468–5611.

Women & Minorities

Arizona—Operates an assessment center. Contact Robert Stout at (602) 965–7517.

California—The California School Leadership Academy works with the California Network of Women in Education and has convened a task force on the recruitment of minorities. Contact Carol Solis at (916) 448–2752.

Connecticut—Maintains a study group, sponsors the Regional Seminar Series, and publishes the Women and Minorities Aspirant Program Resource Notebook. Contact Kathy Rockwood at (203) 234–0130.

Indiana—State universities offer scholarships and conduct recruitment programs. Contact Larry Campbell at (812) 355–5090.

Iowa—Provides an education packet of demographics and access hiring goals. Contact James Sweeney at (515) 294–4375.

Kansas—Offers 12 access fellowships to the National Association of Secondary School Principals Assessment Center. Contact Brilla Highfill Scott at (913) 232–6566.

Michigan—Conducts the Candidate Pool Program and the "So You Want to Be a School Administrator?" Program. Contact David Kahn at (517) 371–5250.

Minnesota—Conducts a mentor program. Contact Neal Nickerson at (612) 293–5165.

Montana—Conducts a workshop entitled "So You Want to Be a School Administrator?" Contact Loran Frazier at (406) 442–2518.

Primarily Minorities

Alaska—Conducts a Native Alaskan recruitment program. Contact Steve McPhetres at (907) 586–9702.

District of Columbia—Conducts the Emerging Leaders Program and the Administration Internship Program. Contact Bettye Topps at (202) 576–6056.

Georgia—Conducts a seminar entitled "Strategies for the Development of Minority Leadership." Contact Thomas Holmes at (404) 542–0913.

Idaho—Offers minority scholarships. Contact Alf Langland at (208) 364-4019.

Nevada—Offers mentoring workshops and has published a *Minority Administration Casebook*. Contact Judith Williams at (702) 784–1107.

Current LEAD Recruitment Programs—continued

Primarily Women

West Virginia—Conducts an annual statewide conference on recruitment and retention. Contact Thomas Currie at (304) 558–7805.

Women & Minorities

New York—Maintains a job data bank and sponsors workshops. Contact Maxine Giacobbe at (518) 442–3797.

Oregon—Operates an assessment center and conducts a mentor program. Contact Christine Tell at (503) 581–3141.

South Carolina—Conducts the Minority Administrator Program with the University of South Carolina. Contact James Ray at (803) 734–8326.

Washington—Conducts outreach training and recruitment. Contact Ray Tobiason at (206) 943–8094 or 5717.

Closeup: LEAD Programs in Action

Idaho LEAD

To systematically identify and recruit qualified ethnic minorities to enroll in administrator certification programs at the University of Idaho, Idaho State University, and the College of Idaho, the Idaho LEAD Center implemented the following plan:

1. The LEAD Executive Board approved the 1988–89 budget, particularly the allocation of up to $3,600 of the LEAD grant for scholarships at the University of Idaho, Idaho State University, and the College of Idaho. The LEAD grant was distributed equally among the three institutions.

2. Each participating college or university matched the LEAD grant with an equal amount of funds to double the total amount of scholarship funds available at each institution.

3. Each institution submitted a plan (to the center executive board) for minority recruitment by November 1, 1988, such as regional invitational meetings for interested applicants. Institutions may expend up to $200 of their scholarship grant for such meetings.

4. The administrator center provided the Idaho Education Association ethnic minority list to the three colleges. The center may also contact local superintendents in their regions for additional names.

5. Scholarships were awarded only to qualified ethnic minorities who were not currently enrolled in an administrator certification program. The intent was to attract or retain new ethnic minority students into college and university administrator programs.

6. Each institution shall make progress reports to the center director and executive board.

7. Ethnic minority scholarship holders must make reasonable progress toward their administrator certification and complete their program within 6 years of receipt of the scholarship.

8. The administrator center shall also seek additional ethnic minority scholarship funds from the private sector.

9. Each institution and the administrator center shall jointly announce and publicize the scholarship winners.

10. Institutions should not actually issue monies to the recipients; funds should remain in an institution account and be drawn upon for actual tuition costs.

Michigan SEE (Sex Equity Education Office) Candidate Pool Project

The Candidate Pool Project is designed to help a school district draw on its own resources to build a pool of potential female administrators. The candidate pool project moves through four stages during the course of 1 year.

Stage I: Definition

The project is adopted and major decisions about the logistics of the project are made before school opens in the fall. In the early fall of the school year, women are selected for the project as a result of an application and screening process. Also, a survey dealing with the perception of women as administrators is conducted among a random sampling of teaching and administrative staff.

Stage II: Recognition and Training

Project activities throughout the second stage, from October to January, center on training women in the model candidate pool and meeting with other role groups in the district. Most of the training is done outside the school day and through those training activities, the pool of potential candidates begins to achieve recognition throughout the school district.

Stage III: Application and Visibility

From February to early April, the women candidates complete job shadowing at both the elementary and secondary levels. Arranged linkages between current administrators and potential candidates establish visibility for the group within the school district, as well as provide experiences to apply new knowledge gained in Stage II training.

Stage IV: Evaluation

Near the conclusion of the project, a 2– to 3–hour debriefing session is scheduled for the candidate pool. A post survey is administered to collect data on administrative staffing patterns and new hires in administrative positions.

(For a copy of the 500–page *Michigan Candidate Pool Manual* call (517) 373–3497. The Candidate Pool Project was developed by the Office for Sex Equity, Michigan Department of Education, under a grant from the Women's Educational Equity Act.)

RESOURCES

American Association of School Administrators Publications (1801 North Moore Street, Arlington, VA 22209):

- *Perspectives in Racial Minority and Women School Administrator(s)* (1983).
- *Racial–Ethnic Minorities and Women in School Administration, A Selected Bibliography (1983).*
- *Recent Trends in the Representation of Women and Minorities in School Administration* (1982).
- *Toward an Equitable Representation of Minorities in School Administration* (1982).
- *Women and Minorities in School Administration (1985).*

Bagenstos, Naida. "The Role of Project LEAD in Increasing the Numbers of Minority and Female Administrators." Southeast Educational Improvement Laboratory, 1989.

Bernard, J. *The Female World.* New York: Free Press, 1981.

Edson, Sakre. *Pushing the Limits: The Female Administrative Aspirant.* Albany, SUNY Press, 1988.

Ferguson, K.E. *The Feminist Case Against Bureaucracy.* Philadelphia: Temple University, 1984.

Gilligan, C. *In a Different Voice.* Cambridge: Harvard University, 1982.

Johnston, G.S., Yeakey, C.C., and Moore, S.E. *Planning and Changing.* 11(3) 155–32. 1980.

Lee, N. *Targeting the Top: Everything a Woman Needs to Know to Develop a Successful Career in Business, Year After Year.* New York: Doubleday and Co., Inc., 1980.

Lenz, E. and Meyerhoff, B. *The Feminization of America.* Los Angeles: Jeremy P. Tarcher, 1985.

Lyons, N. "Two Perspectives: On Self, Relationships, and Morality." *Harvard Education Review,* 53(2), 125–145, 1985.

_____"Overview: Perspectives on What Makes Something a Moral Problem." Paper presented at the annual meeting of the American Educational Research Association, Boston, 1985.

Matranga, Myrna. "The Unmet Challenge: Getting to the Top," University of Nevada, Reno, 1988.

Noddings, N. *Caring.* Berkeley: University of California, 1984.

Pigford, Aretha. "An Administrator Training Program for Minorities," *Phi Delta Kappan,* vol. 70, 650, April 1989.

Schneider, Gail Thierbach. "Career Path and Mobility Differences of Women and Men in Educational Administration." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1986.

Shakeshaft, Charol. "Organizational Theory and Women: Where are We?" Paper presented to the American Educational Research Association, Hofstra University, Hempstead, New York, 20 April 1987.

_____"Strategies for Overcoming the Barriers to Women in Educational Administration." *Handbook for Achieving Sex Equity Through Education.* Susan S. Klein, ed. Johns Hopkins University Press, 1985.

Smith, Amanda. "Lunch is an Important Co–Worker Event." *Albuquerque Tribune,* July 28, 1989.

Tonnsen, Sandra et al. *Programs for Preparing Minorities and Women in Educational Administration.* Southeast Educational Improvement Laboratory Report (08–007).

West, Peter. "One in Three Elementary School Principals Plans to Retire by '92." *Education Week,* March 1, 1989.

Activity 3

Providing Entry-Level Support

Intent

Providing Entry–Level Support

Issues for Minority and Women Administrators

Planning an Entry–Year Support Program

Resources

Transparency 27

Activity 3

Providing Entry–Level Support

- Intent
- Providing Entry–Level Support
- Issues for Minority and Women Administrators
- Planning an Entry–Year Support Program
- Resources

Transparency 28

The intent of this activity is to:

- Heighten awareness of the unique needs of women and minorities;
- Motivate continual efforts to make education leaders more sensitive and responsive to these issues; and
- Encourage the development of entry–year support programs that include components that address the unique needs of women and minority administrators.

Providing Entry-Level Support

There are certain generic services that are appropriate for all administrators to receive, but some of these services need to be expanded upon to meet the more specific needs of women and minority administrators. This section deals with the induction year for all administrators, emphasizing in particular the assistance appropriate for women and minority administrators during their first year on the job.

One clear underlying assumption is that beginners in any field need additional support and guidance as they first move into new professional roles. Beyond the basic sense that newcomers need support, there is additional information that can help in planning effective learning programs for new administrators. This information comes from two primary sources: recently conducted **research** on beginning administrators and a variety of **frameworks** (see the Alternative Frameworks section) that help conceptualize the needs of beginning school administrators.

Research on Beginning Administrators

A review of existing research problems encountered by beginning administrators indicates that scholars have traditionally not spent much time looking at the issue of how people become administrators; instead, research has been directed at what practicing administrators do—or are supposed to do—on the job.

The research–based information that is available concerning initial socialization to education administration makes it clear that any type of support, such as formal entry–year programs, would be welcome. Only sporadically have activities been designed to assist new administrators to come "on board."

Marrion, Sussman, Duke

Some of the most recent investigations completed include doctoral research by Marrion (1983) and Sussman (1985). A common finding in both works, and also in a study by Duke (1984), has been that the administrative entry year may be best characterized as a time filled with considerable anxiety, frustration, and self–doubt.

Weindling, Earely

Another study of a considerably wider scale was the work recently done in England by Weindling and Earely (1987). This project reviewed the characteristics of the first years of secondary school head teachers (principals) throughout the United Kingdom. Surveys and interviews were conducted to gain information from beginning principals, their teaching staffs, and their administrative superiors about the ways in which principals were frustrated in their new positions. One of the recommendations that came from this study was that beginning principals need to receive special consideration and support from their employing school systems. Weindling and Earely noted that a major problem for head teachers was isolation from their peers.

Daresh, Duke

In a recent study of beginning principals in Ohio, Daresh (1986) found that administrators' concerns may be seen in three distinct areas. They are:

- Problems with role clarification (understanding who they were, now that they were principals, and how they were supposed to make use of their authority);
- Limitations on technical expertise (how to do the things they were supposed to do, according to their job descriptions); and
- Difficulties with socialization to the profession and individual school systems (learning how to do things in a particular setting—"learning the ropes").

Dan Duke found many of these same themes in his 1988 study of new principals who were considering leaving the principalship, despite the fact that they were generally viewed as being quite effective in their roles. In particular, Duke found that these administrators experienced considerable frustration over the fact that they did not understand the nature of leadership responsibilities.

Tonnsen et al.

Research on women and minority entry–year concerns is limited to one study. The study, completed by Tonnsen et al (1989), deals with the entry–year needs of the woman or minority administrator working in a male–dominated profession. Tonnsen emphasized that working in this environment, women and minority administrators must be provided with a support base that will help them understand and adjust to that arena. They must:

- Develop a positive self-awareness;

- Participate in skill development; and
- Understand how to balance the various components of their lives.

These experiences must be varied. The administrators must have shared experiences with white males in the workplace and in coursework, but they must also consciously seek opportunities to share insights, problems, and accomplishments with others like themselves.

Most, if not all, entry–year programs should incorporate a strong mentoring component. Mentoring is a very complex relationship of roles, tasks, and emotions. This component is central to a successful first–year experience for any administrator, but crucial to the female or minority administrator in the first year. (For further information on mentoring, see the Resources section at the end of this activity.)

Recurrent Research Themes

Most studies of beginning administrators have found a consistent set of themes that have obvious implications for the ways in which individuals might be better prepared for leadership roles in schools. They include:

- People should receive a good deal of hands–on learning of administrative tasks and responsibilities before they ever get to their first job. Universities, as the agencies traditionally charged with the duty of preservice preparation of administrators, need to find more ways to help people develop skill and confidence about their work before signing their first administrative contracts.
- Entry–year or induction programs need to stress the development of strong norms of collegiality within those who are taking their first administrative jobs so they realize that a school administrator will rarely be effective by trying to "go at it alone." A lesson that needs to be learned early in a person's career is that success as a school administrator is often based on the ability to seek support from many people.
- Entry–year programs must include a component where people are able to test some of their fundamental assumptions and beliefs about the nature of power, authority, and leadership as they step into a principalship or an administrative role.

(See transparency on next page.)

Transparency 29

Beginning administrators should have many opportunities for:

- **"Hands–on" learning of administrative tasks and responsibilities before their first administrative positions;**
- **Developing collegiality among peers; and**
- **Testing assumptions and beliefs about the nature of power, authority, and leadership.**

Recommended Practices

In general, there is not a rich tradition of research into the problems faced by newcomers to the world of school administration. What is known, however, provides some useful insights into the fact that beginners need special assistance and support, and that help would be directed toward some fairly clear and consistent themes. All of this should be seen as a supplement to the kinds of things that local school systems determine to be needs for beginning administrators.

Anderson

In a project sponsored by the Oregon School Study Council, Anderson (1988) set out to identify some of the most important themes related to the design of induction programs for school administrators. Anderson synthesized many research findings to develop the following recommended practices for school systems that are interested in establishing research–based entry–year programs for administrative personnel:

1. Entry–year programs will be more effective if they are initiated in conjunction with locally developed preservice preparation activities that are carried out for aspiring administrators who are identified in individual school systems.

2. Local school systems with sophisticated techniques designed to identify and select talented future administrators tend to have more effective programs for beginning administrators.

3. Entry–year programs need to include comprehensive activities designed to orient new administrators to the characteristics of particular school systems.

4. Mentor systems designed specifically for the needs of beginning principals, and not adaptations of teacher mentor programs, are critical components of successful entry–year and induction programs.

5. Effective entry–year programs encourage and facilitate reflective activities. Beginning principals as well as successful veteran principals are provided opportunities to observe each other as a way to reduce newcomer isolation and improve their work through a process of peer support and observation. Such activities need to provide time for reflective analysis among participants.

6. Successful induction efforts are part of more comprehensive districtwide programs designed to encourage professional growth and development for all administrative personnel.

7. Entry–year problems of administrators are minimized in school systems where there has been a conscious effort to structure beginners' workloads so that they have sufficient time to work in their buildings to develop productive working relationships with staff, students, and parents. School districts should take care not to immerse newly hired principals in a bewildering array of special district projects and committees.

8. Beginning principals have a special need for frequent, specific, and accurate feedback about their performance. This feedback should be of a highly constructive nature and be made available regularly throughout the school year, not just near the end of a person's first contract year.

(See transparency on next page. These eight ingredients of an effective entry–year program are derived from existing research on this topic. Other sources are available to help guide planners of induction programs by providing some insights into the issue of "what" shall be included in entry–year programs.)

Transparency 30

Recommended practices for effective entry–year programs:

1. Collaborate with locally developed preservice preparation activities.
2. Identify and select future administrators.
3. Include comprehensive activities that address district culture and norms.
4. Include mentor programs that are tailored to administrators.
5. Facilitate reflective activities.
6. Exist within a comprehensive, districtwide professional development program.
7. Examine the workload of first–year administrators.
8. Provide frequent, specific, and accurate feedback.

Alternative Frameworks

In addition to the general areas of concern that have been identified through research on beginning administrators, there are other listings of specific critical skills needed by new leaders. These lists of job–related skills can be seen as starting points for the development of an entry–year program curriculum and can be adapted to meet the needs of individual school districts.

A word of caution: Entry–year programs should never become efforts at simply helping people acquire discrete skills that appear on a list. Instead, an effective induction program should make use of those identified skill areas that can serve as a guide to addressing the more holistic concerns of beginning administrators. In other words entry–year programs should include more than strategies to merely "survive" the first year of administrative service. Instead, a system should be fostered that will generate strong and effective leadership in our schools.

Remembering that local concerns and conditions might differ considerably across the state, a particular school system might have very different expectations about the desired performance of new administrators. Therefore, before starting an entry–year program, planners are encouraged to carry out their own research regarding the types of skills, knowledge, and attitudes that are considered appropriate.

While it is important to remember that it takes more than a set of skills to be a good administrator, each of these lists of skills further supports the notion that some kinds of specialized entry–year training activities are needed.

The seven frameworks that follow represent the needs of beginning administrators from the perspective of the skills and behaviors that may serve to guarantee success, or at least survival, in organizations. They are what the school needs or expects in terms of performance. Needs have not been discussed from the viewpoint of personal concerns faced by people who serve in administrative roles.

Framework 1

Edwin H. Schiller, assistant superintendent of the Ross County, Ohio, schools, recently asked experienced administrators in his region to list some of the most important things they believed beginning principals needed to know in order to perform their job effectively. Among the most important skills:

1. The need to develop familiarity with local district policy manuals, regulations, and the terms and conditions found in the district's negotiated agreements.

2. Knowledge of the availability of special education and other special student support programs. Particular emphasis should be placed on the identification of appropriate resource personnel.

3. Awareness of general principles of effective legal processes related to student and staff personnel issues, especially due process concerns and discipline procedures.

4. Knowledge of effective staff evaluation procedures, both in general terms and in relation to local school system practices.

5. Appreciation of more effective relationships between administrators and students, parents, and staff members.

6. Awareness of strategies that may be used to encourage greater professional involvement of staff.

7. Development of general organizational skills.

(See transparency on next page.)

Transparency 31

Framework 1

Knowledge base for beginning principals:

1. District policy manuals;
2. Special education and special needs programs for students;
3. Legal processes related to student and personnel issues;
4. Staff evaluation procedures;
5. Relationships with students, parents, and staff;
6. Professional growth opportunities for staff; and
7. Organizational skills.

Framework 2

The faculty of administrative and educational leadership at the University of Alabama worked with school leaders across the state to identify "survival skills" that are typically needed by beginning school administrators. Eight general areas of concern were identified, along with several suggested specific competencies associated with each skill area. They are:

1. Leadership
2. Planning
3. Instruction
4. Personnel
5. Law
6. Finance
7. Facilities
8. Community relations

(See transparency on next page.)

Transparency 32

Framework 2

Survival skills needed by beginning school administrators:

1. Leadership
2. Planning
3. Instruction
4. Personnel
5. Law
6. Finance
7. Facilities
8. Community relations

Framework 3

A third useful framework, suggested by Professors Joseph Rogus and William Drury at the University of Dayton (1988), also might be looked at by designers of administrative induction programs. Rogus and Drury suggest that beginning administrators should be able to:

1. Demonstrate an understanding of system expectations, procedures, and resources.
2. Demonstrate increased competence and comfort in addressing building or unit outcomes or concerns.
3. Enhance their personal and professional growth.
4. Develop a personal support system.
5. Receive personalized assistance in coping with building or unit problems.
6. Receive formative feedback and assistance toward strengthening their administrative performance.

(See transparency on next page.)

Transparency 33

Framework 3

Beginning administrators should be able to:

1. Demonstrate an understanding of system expectations, procedures, and resources;

2. Demonstrate increased competence and comfort in addressing building or unit outcomes or concerns;

3. Enhance their personal and professional growth;

4. Develop a personal support system;

5. Receive personalized assistance in coping with building or unit problems; and

6. Receive formative feedback and assistance toward strengthening their administrative performance.

Framework 4

During the 1987–88 school year, representatives of the 17 institutions in the state of Ohio who are chartered to prepare school administrators, the Ohio Department of Education, and the professional associations representing principals, superintendents, and school board members met periodically with support from the LEAD Center of Ohio. As part of its continuing discussion, the "LEAD Forum" identified the following critical skills for entry–year administrators:

- Assessing the climate

  Human relations skills

  Communication skills

  Leadership style appreciation

  Understanding political structures

- Orientation

  Basic administrative skills

  Problem–solving skills

  Local procedures and expectations

- Individual assessment

  Continuous assessment of the individual on the job (internal to the organization by supervisors or colleagues, or through external sources such as school visitors, community representatives, or parents)

  Specialized skills development (the identification of new skills needed to accomplish more completely those job tasks and responsibilities for the present and the future)

(See transparency on next page.)

Transparency 34

Framework 4

Critical skills identified by the Ohio LEAD Forum:

- Assessing the climate
  - Human relations skills
  - Communications skills
  - Leadership style appreciation
  - Understanding political structures
- Orientation
  - Basic administrative skills
  - Problem–solving skills
  - Local procedures and expectations
- Individual assessment
  - Continuous assessment of the individual on the job
  - Specialized skills development

Framework 5

Another framework that has great potential for helping planners of administrative entry–year programs decide the types of skills that might be needed by effective practitioners has been developed as part of the work of the Maryland LEAD Center (1988). Among the skill areas identified in this work were:

1. Interpersonal relations
2. Instructional supervision
3. Staff development
4. Goal setting
5. Problem analysis
6. Decisionmaking
7. Communication
8. Coordination
9. Conflict management
10. Stress management

(See transparency on next page.)

Transparency 35

Framework 5

Skill areas identified by the Maryland LEAD Center:

1. **Interpersonal and human relations**
2. **Instructional supervision**
3. **Staff development**
4. **Planning and goal setting**
5. **Problem analysis**
6. **Decisionmaking**
7. **Communication**
8. **Coordination**
9. **Conflict management**
10. **Stress management**

SOURCE: Maryland LEAD Center, *Professional Development Resource Book for School Principals*, 1990.

Framework 6

As part of the National Association of Secondary School Principals Assessment Center process, participants are observed by a team of assessors who record their behavior according to the following dimensions:

1. **Problem analysis**—seeking out relevant data and analyzing complex information to determine the important elements of a problem situation; searching for information with a purpose.

2. **Judgment**—reaching logical conclusions and making high quality decisions based on available information; being skillful in identifying educational needs and setting priorities; having the ability to evaluate critically written communications.

3. **Organizational ability**—planning, scheduling, and controlling the work of others; being skillful in using resources in an optimal fashion; having the ability to deal with a volume of paperwork and heavy demands on one's time.

4. **Decisiveness**—recognizing when a decision is required (disregarding the quality of the decision) and acting quickly.

5. **Leadership**—getting others involved in solving problems; recognizing when a group requires direction; interacting with a group effectively and guiding them to the accomplishment of a task.

6. **Sensitivity**—perceiving the needs, concerns, and personal problems of others; being skillful and tactful in resolving conflicts dealing with persons from different backgrounds; dealing effectively with people concerning emotional issues; knowing what information to communicate and to whom.

7. **Stress tolerance**—performing under pressure and during opposition; thinking on one's feet.

8. **Oral communication**—making a clear oral presentation of facts or ideas.

9. **Written communication**—expressing ideas clearly in writing; having the ability to write appropriately for different audiences (i.e., students, teachers, parents).

10. **Range of interest**—having the competence to discuss a variety of subjects (i.e., educational, political, current events, economics); desiring to actively participate in events.

11. **Personal motivation**—achieving in all activities attempted; evidence that work is important to personal satisfaction; having the ability to be self-policing.

12. **Educational values**—possessing a well-reasoned educational philosophy; being receptive to new ideas and change.

(See transparency on next page.)

Transparency 36

Framework 6

Assessment dimensions of the National Association of Secondary School Principals:

1. Problem analysis
2. Judgment
3. Organizational ability
4. Decisiveness
5. Leadership
6. Sensitivity
7. Stress tolerance
8. Oral communication
9. Written communication
10. Range of interest
11. Personal motivation
12. Educational values

Framework 7

In *Principals for Our Changing Schools: Preparation and Certification,* the National Commission for the Principalship describes 21 "performance domains" of the principalship. These domains, which represent a blend of the traditional content skill areas and more process–oriented areas, are part of an effort to redesign principal preparation programs and plan a national certification process. The domains fall into four areas:

- **Functional**—address the organizational processes and techniques by which the mission of the school is achieved. They provide for the educational program to be realized and allow the institution to function. These domains include leadership, information collection, problem analysis, judgment, organizational oversight, implementation, and delegation.

- **Programmatic**—focus on the scope and framework of the educational program. They reflect the core technology of schools, instruction, and the related supporting services, developmental activities, and resource base. These domains include instructional program, curriculum design, student guidance and development, staff development, measurement and evaluation, and resource allocation.

- **Interpersonal**—recognize the significance of interpersonal connections in schools. They acknowledge the critical value of human relationships to the satisfaction of personal and professional goals, and to the achievement of organizational purpose. These domains include motivating others, sensitivity, oral expression, and written expression.

- **Contextual**—reflect the world of ideas and forces within which the school operates. They explore the intellectual, ethical, cultural, economic, political, and governmental influences upon schools, including traditional and emerging perspectives. These domains include philosophical and cultural values, legal and regulatory applications, policy and political influences, and public and media relationships.

(See transparency on next page.)

Transparency 37

Framework 7

Performance domains identified by the National Commission for the Principalship:

- Functional domains
  - Leadership
  - Information collection
  - Problem analysis
  - Judgment
  - Organizational oversight
  - Implementation
  - Delegation

- Programmatic domains
  - Instructional program
  - Curriculum design
  - Student guidance and development
  - Staff development
  - Measurement and evaluation
  - Resource allocation

- Interpersonal domains
  - Motivating others
  - Sensitivity
  - Oral expression
  - Written expression

- Contextual domains
  - Philosophical and cultural values
  - Legal and regulatory applications
  - Policy and political influences
  - Public and media relationships

Issues for Minority and Women Administrators

Minority and women administrators must be prepared to address the following issues:

1. The leadership role is perceived as a nontraditional role.
2. There is a lack of role models, mentors, or sponsors.
3. There is a lack of peer acceptance.
4. They are excluded from informal networks and informational systems.
5. They are subject to subtle or overt acts of racism and sexism.
6. Subordinates challenge their authority.
7. They are subject to higher performance level requirements.
8. Perceived performance weaknesses are associated with race or sex.
9. Limits are placed on their decisionmaking responsibilities.
10. Advancement opportunities are restricted.

Planning an Entry-Year Support Program

It is important that entry-level support programs include components that address the unique needs of women and minority administrators.

1. The developers of entry–year support programs should be aware of the unique problems faced by minority and women administrators in order to develop a support program which will be effective in addressing these problems. The entry–year support program for women and minority administrators should be based on the recognition and admission of the fact that racism and sexism do exist and that many, if not all, of the persons with whom these administrators will work will be infected to some degree by these maladies. This includes the mentor, sponsor, adviser, or whatever title the support person is given.
2. The entry–year support program for women and minority administrators should address both the expectations the school system has for the administrators and the expectations the administrator has for the school system. Women and minority administrators have a right to expect the school system that makes an all–out effort to recruit them will have an equal commitment to retaining them. They have a right to expect to be treated with the same kind of respect and recognition of authority that is accorded to other administrators.

   Since the entry–year support program is a method for providing specific orientation to school system expectations and practices for new administrators, the board of education, the superintendent, central office administrators, building administrators, teacher associations, and the teaching staff should know what the system expectations and practices are regarding racial, sexual, religious, or ethnic bias—not just what kinds of behaviors will or will not be tolerated and condoned within the school system.
3. The entry–year support program for minority and women administrators should be part of an ongoing, systemwide staff development activity which promotes rapport and trusting relationships within a school system. In order for an entry–year support program to be successful, positive rapport and trust needs to exist among the personnel involved in the program. If working relationships among administrators are marked by feelings of jealousy, disrespect, and fear, the entry–year support program will not be effective.
4. The assignment of a mentor or a supporter should be provided for entry–year minority and women administrators because they lack opportunities to interact closely with people in positions of authority and, therefore, do not learn about leadership firsthand or by example. In selecting individuals who will be mentors or supporters for entry–year minority or women administrators emphasis should be placed on (1) behaviors that encourage and demonstrate confidence in the administrator's abilities and competence; (2) counseling skills that encourage the administrator to discuss fears, anxieties, and uncertainties; and (3) providing opportunities that assist the administrator in perceiving himself or herself as a peer whose opinions and ideas are valued.
5. The entry–year support program should include specialized training activities to help support personnel carry out their responsibilities as effectively as possible. The skill of the mentor or supporter will do much to determine how smoothly the minority or woman administrator moves through the period of personal transition from one role to another. The supporters or mentors should be

particularly aware of the problems created by racist and sexist attitudes. Mentors should be knowledgeable about and experienced in the successful use of human relations skills; effective communications skills; conflict resolution techniques; positive confrontational strategies; and activities which increase sensitivity.

6. The entry–year support program for minority and women administrators should have built–in evaluation requirements. The evaluation of the administrator should be separate from the evaluation of the entry–year support program. In order to be successful, entry–year administrators must develop a positive working relationship with staff, students, parents, and coworkers. Those developing entry–year support programs must constantly examine the local conditions to determine whether the fact that the entry–year administrator is a woman or a minority will make it more difficult to establish such a relationship with one or more of these constituents. Frequent evaluation of the entry–year support program will indicate the degree of success experienced by the minority and women administrators and those responsible for developing and implementing the entry–year program. Such evaluations should identify the barriers to success and indicate where intervention strategies are needed.

7. An ideal entry–year support program for women and minorities should be one that moves a school system toward an equality which recognizes, respects, and appreciates differences rather than one that makes race or sex differences irrelevant.

(See transparency on next page.)

Transparency 38

An effective entry–year support program for minority and women administrators:

1. Recognizes the unique problems faced by minority and women administrators;

2. Defines expectations both for the school system and for the minority and women administrators;

3. Promotes rapport and trusting relationships through ongoing, systemwide staff development activities;

4. Provides specialized training activities for support personnel;

5. Assigns support personnel (i.e., mentor, sponsor, adviser) to minority and women administrators;

6. Evaluates frequently; and

7. Recognizes and admits that racist and sexist attitudes exist and influence behavior within the school system.

RESOURCES

Organizations

Maryland LEAD Center
University of Maryland, College Park
College of Education, Benjamin Building
College Park, MD 20742
(301) 405–3574

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
(703) 860–0200

National Commission for the Principalship
4400 University Drive
Fairfax, VA 22030–4444
(703) 993–3644

Ohio Department of Education
Division of Inservice Education
Ohio Department's Building
Room 611
65 South Front Street
Columbus, OH 43266
(614) 466–2979

Contact Susan Streitenberger for the following Ohio LEAD Center material: *Administrative Entry–Year, A Resource Guide* and *Administrative Mentoring, A Training Manual.*

University of Alabama at Tuscaloosa
Area of Administration and Educational Leadership
College of Education
Box 870302
Tuscaloosa, AL 35487
(205) 348–6060

Publications

Anderson, Mark 1988. "Induction Programs for Beginning Principals." Project paper of the Oregon School Study Council. Eugene, OR: University of Oregon, College of Education.

Daresh, John C. 1986. "Inservice for Beginning Principals: The First Hurdles are the Highest." *Theory into Practice.* 25, 3.

Duke, Daniel 1984. "Transition to Leadership: An Investigation of the First Year Principalship." Portland, OR: Lewis and Clark University.

Marrion, Barbara A. 1983. "A Naturalistic Study of the Experiences of First Year Elementary School Principals." Unpublished Ph.D. dissertation. University of Colorado at Boulder.

Sussman, Lynne 1985. "The Principal's First Year: The Mutual Process of Developing Leadership." Unpublished Ed.D. dissertation. Harvard University.

Tonnsen, Sandra et al. 1989. *Programs for Preparing Minorities and Women in Educational Administration.* Southeast Educational Improvement Laboratory Report (08–007).

Weindling, Dick and Earely, Peter 1987. *Secondary Headship: The First Years.* Albany, NY: Delmar Publishers, Inc.

Individuals

Joseph Rogus and **William Drury**
University of Dayton
300 College Park Avenue
Dayton, OH 45469
(513) 229–3146

Edwin H. Schiller
Ross County Schools
78 West Main Street
PO Box 326
Chillicothe, OH 45601
(614) 775–7229

Activity 4

Promoting Advancement Opportunities

Intent

Barriers

Strategies for Advancement

Leadership Styles

Resources

Transparency 39

Activity 4

Promoting Advancement Opportunities

- Intent
- Barriers
- Strategies for Advancement
- Leadership Styles
- Resources

Transparency 40

The intent of this activity is to:

- Become aware of barriers that are often placed on women and minority administrators or that they frequently place on themselves;
- Determine strategies that will assist them in overcoming those barriers; and
- Understand and value diversity in leadership styles.

Barriers

It is widely accepted that women and minorities have strengths in shared decisionmaking and collaboration, skills that are essential if the nation is to advance its vision for restructuring schools. It must also be recognized that stereotypes of leadership styles hinder the improvement of education by limiting opportunities for competent women and minority administrators to advance in their chosen field. Therefore, in order to demolish barriers, strategies that promote mentoring, networking, and professional development programs should be made available.

Barriers to Advancement

Charol Shakeshaft identified the following barriers that must be addressed by women in educational administration:

I. Underlying Cause of All Barriers

- Androcentrism or "hierarchy of status"

II. Unsubstantiated Barriers

- Incompetency or lack of ability
- Low self–image
- Low self–confidence
- Lack of aspiration or motivation

III. Substantiated Barriers

- Gender/role stereotyping
- Gender/role socialization
- Career socialization
- Organizational characteristics
- Devaluation of women's perspectives
- Family responsibilities and lack of mobility
- Fear of reprisal for acknowledging aspirations
- Trend for minority administrators to be placed in schools with high minority student populations

A) Overt

- Discriminatory practices
- Competency (any male may be preferable to a competent minority or female)

B) Covert

- Lack of support, encouragement, and counseling
- Lack of formal preparation
- Limited administration "learning experiences"
- Lack of appropriate and positive curricular materials for graduate students
- Lack of female or minority university professor role models
- Lack of finances for continuing training
- Role conflict
- Lack of role models
- Lack of sponsors or mentors
- Limited access to vacancy network
- Limited interviewing skills

SOURCE: Shakeshaft, Charol. "Strategies for Overcoming the Barriers to Women in Educational Administration," *Handbook for Achieving Sex Equity Through Education*, Susan S. Klein, ed. Johns Hopkins University Press, 1985.

Strategies for Advancement

In order to demolish barriers to advancement, strategies that promote mentoring, networking, and professional development should be made available.

Mentoring. Mentoring is defined as guidance, training, support, and one–on–one counseling that can be both formal and informal.

School district responsibilities:

- Require that all new administrators have a mentor;
- Require that mentors be trained; and
- Encourage current administrators to become mentors.

Professional association responsibilities:

- Develop and house mentor programs in regional centers and
- Provide mentors to assist school districts.

Higher education responsibilities:

- Develop training programs for mentors and
- Provide research and evaluation data on administrative mentoring programs.

State policymaker responsibilities:

- Fund a mentor program for all new administrators.

Networking. Networking is defined as a support system within which one can move from one–on–one relationships to broader relationships. The networks can promote awareness about common issues of women and minority educational administrators and also provide support and access to information about available positions in educational administration.

School district responsibilities:

- Provide time and financial support for administrators to network by allowing and encouraging them to attend networking meetings.

Professional association responsibilities:

- Invite women and minority administrators to network within the context of their current structure and
- Develop networking opportunities specifically for women and minority educational administrators.

Higher education responsibilities:

- Emphasize the importance of networking to women and minority administration students and
- Introduce women and minority students to existing networks.

State policymaker responsibilities:

- Provide opportunities for women administrators to link with state policymakers.

Professional Development. Professional development focuses on continued personal and professional growth.

School district responsibilities:

- Encourage and provide time and financial support for women and minority administrators to attend professional development activities.

Professional association responsibilities:

- Provide access to normal professional development activities to women and minority administrators.

State policymaker responsibilities:

- Provide financial support for the creation of professional development centers for women and minority administrators.

SOURCE: *An Action Plan for Gender Equity in New York State Educational Administration,* New York State LEAD Center.

Issues

- Lack of experience in secondary principalships and superintendencies;
- Duality of home and work demands, delayed entry and time limitations;
- Sex and role stereotyping, socialization and attitudinal barriers;
- Lack of mentors, sponsors, and role models;
- Limited representation at university professor level;
- Lack of encouragement and support from other women; and
- Racial and sex discrimination.

Advice

- We need the commitment of Boards of Education to publicly support the advancement of women and minorities.
- We need the commitment from women and minorities to become trained and certified.
- We need to provide training programs and support that meet the needs of women and minority students, including financial assistance, nontraditional courses, and internship experiences.
- We need to develop coalitions for women and minorities that will provide professional support, professional development, and networking.

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Issues affecting the advancement of women in administration:

1. **Lack of secondary principalship and superintendent placements;**
2. **Lack of mentors, sponsors, and role models;**
3. **Guilt feelings about implications of advancement;**
4. **Lack of encouragement from other women;**
5. **Cultural, social, emotional, mobility, and attitudinal barriers;**
6. **Dual demands of work and home;**
7. **More mature at entry; time is against advancement;**
8. **Desire to stay in positions longer "for experience";**
9. **Lack of networking skills;**
10. **Training is often male–oriented;**
11. **Limited interviewing skills; and**
12. **Lack of recognition of acceptable differences in leadership styles.**

Transparency 42

Issues affecting the advancement of minorities in administration:

1. Tendency for minority administrators to be placed in schools with high minority student populations;

2. Lack of minorities with certification in administration;

3. Minority teachers tend to teach in large urban areas;

4. Educational administration programs at institutions of higher education need to attract minorities;

5. Need for application pool to be increased;

6. Underrepresentation of minorities in teaching population; and

7. Lack of role models and mentors.

Leadership Styles

The following model can be used to focus on the issue of leadership styles. Traditional stereotyping and alternatives will bear evidence to the significant differences in sex and racial leadership patterns:

	Traditional	Alternative
Operating style	Competitive	Cooperative
Organizational structure	Hierarchy	Team
Basic objective	Winning	Quality output
Problem-solving style	Rational	Intuitive/Rational
Key characteristics	High control Strategic Unemotional Analytical	Lower control Empathetic Collaborative High performance standards

The following activity will provide a basis for discussion on leadership styles.

Directions:

Ask participants to identify the management skill by sex dominance (primarily male or primarily female style). Compare the assignment with those skills chosen as the skills needed for leadership in the future. Then circle the dots next to the top 10 management skills for the nineties.

Management Skills

Male	Female	
_____	_____	• Resourcefulness
_____	_____	• Doing whatever it takes
_____	_____	• Being a quick study
_____	_____	• Decisiveness
_____	_____	• Leading subordinates
_____	_____	• Setting a developmental climate
_____	_____	• Confronting problem subordinates
_____	_____	• Team orientation
_____	_____	• Hiring talented staff
_____	_____	• Building and mending relationships
_____	_____	• Compassion and sensitivity
_____	_____	• Straight forwardness and composure
_____	_____	• Balance between personal life and work
_____	_____	• Self–awareness
_____	_____	• Putting people at ease
_____	_____	• Acting with flexibility

Recognizing Leadership Styles

RESOURCES

New York State LEAD Center
CASDA–SUNY at ALBANY
School of Education
Husted 211, 135 Western
Albany, NY 12222
Contact: Maxine Giacobbe
(518) 442–3797

Publication:
—*View From the Inside: An Action Plan for Gender Equity in New York State Educational Administration*, April 1990.

Charol Shakeshaft
Department of Administrators and Policy Studies
Hofstra University
Hempstead, NY 11550
(516) 560–5758

Publication:
—*Women in Educational Administration*, Sage Publications, Inc., 1987, and related articles.

Activity 5

Determining Next Steps

Outcomes

What Next?...An Action Plan

Resources

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Activity 5

Determining Next Steps

- Outcomes
- What Next?...An Action Plan
- Resources

Outcomes

As a result of the activities in this resource manual, you will:

- Increase your understanding of how to obtain and use demographic information purposefully;
- Be more knowledgeable about successful strategies and programs;
- Recognize the necessity for purposeful planning and action at the recruitment, entry–, and advancement levels;
- Be more aware of resources and be able to identify them; and
- Be able to evaluate and initiate a plan of action.

What Next?...An Action Plan

While presentation of pertinent demographic information will increase the awareness of the problems and provide clear avenues for appropriate planning, the ultimate goal is to impact on policy formulation in educational institutions. Capitalize on the data collected so that it can provide a viable framework for comprehensive planning.

Steps should be initiated early on to orchestrate this outcome. The Iowa LEAD Center's initial efforts to form a statewide task force provides some guidance. The **action plan** and the suggested **goal** and **strategy menus** which follow offer a direction for the type of planning and commitment that is necessary.

The data generated can provide a focus for action plans that seek to address various levels of programmatic interventions (i.e., recruitment, entry–level, and career advancement) within education institutions. At this point, new questions emerge, such as:

- What are the primary job search sources within the state?
- What are some promising recruitment strategies?
- What are current obstacles to effective recruitment of women and minorities into educational administration?

(See the action plan and goal and strategy menus that follow.)

WOMEN AND MINORITIES: MEETING THE CHALLENGE
ACTION PLAN

Task Force Group: _____ **Task Force Chair:** _____

GOALS	STRATEGIES	ACTIVITIES	RESPONSIBILITY	TIMELINE

Source: Iowa LEAD

Goal Menu

The following list of goals will help those who hire school administrators as they develop their action plans. **Suggestion:** Use the list as a starting point in developing your plan, then add, modify, or delete goals as needed.

1. Develop and implement a systematic approach to identify and recruit minorities and women into school leadership positions.

2. Provide maximum support and assistance to women and minorities in preservice preparation programs for entrance into the profession.

3. Recommend and support initiatives that will encourage placement of minorities and women in school leadership positions.

4. Recommend and support practices that will encourage women and minorities to seek school leadership positions.

5. Develop proposals for legislative funding to support recruitment, identification, selection, and placement of minorities and women in school leadership positions.

6. Develop and implement a support system for women and minorities in school leadership positions.

7. Increase the number of minority and women professors in educational administration departments.

8. Develop and recommend policies that will enhance the status of women and minorities in school leadership.

9. Recommend and support practices that will encourage the selection of minorities and women in school leadership positions.

10. Provide assistance to local school boards in helping overcome barriers constraining boards from employing minorities and women.

SOURCE: Iowa LEAD Center, 1989.

Option 1

Suggested Goal Selection Method

Round 1

1. Present the goals to the group.

2. Each group member selects 5 goals individually without talking to others.

3. Facilitator asks each group member in turn to state the number of each goal selected. Facilitator marks each goal selected with tally marks.

Round 2

4. From the goal pool selected in round 1, each group member again selects 5 goals. This time the goals are given a weighted value. The first choice goal is given a "5"; the next a "4" and so on to a value of 1.

5. At this point, the group discusses selected goals and each group member may clarify reasons for selecting goals. The group comes to a consensus on the 5 goals selected.

Suggested Strategy Selection Method

Starting with Goal 1, use the following sequence to select strategies.

Round 1

1. Present the strategies to the group.

2. Each group member selects strategies appropriate to the goal, individually without talking to others.

3. Facilitator asks each group member in turn to state the number of the strategy selected. Facilitator marks each strategy selected with tally marks.

Round 2

4. From the strategy pool selected in round 1, each group member again selects appropriate strategies for the given goal. This time the strategies are given a weighted value, depending on the number of strategies the group wants to consider.

5. At this point, the group discusses selected strategies and each group member may clarify reasons for selecting strategies. The group comes to a consensus on the strategies selected.

Option 2

Suggested Goals, Strategies, and Activities Selection Methods

Step 1. Goals

It would seem most advisable to determine goals first and then tie strategies to goals. Below are possible methods for adopting goals should you decide to use the goal menu.

Modified Nominal Group

1. Use the Goal Menu and briefly clarify each goal with no further discussion of the goal.

2. Ask group members to add and clarify any additional goals. (Individuals do this.)

3. Ask each group member to rate the importance of each goal using a 1 (unimportant) to 10 (very important) scale.

4. Put the ratings of each goal on newsprint and decide which goals are important enough to adopt. Some will be obvious and others will require discussion and perhaps even further rating or voting. You may wish to discuss how many goals you can handle. You may also wish to prioritize these goals or even have "very important" or "important" goals. Be careful not to get bogged down at this step. (See note following Step 2.)

Modified Delphi Technique

1. Clarify and discuss each goal, add additional goals by consensus or by asking participants to rate goals deciding on which goals to adopt.

   OR

2. Clarify and discuss all possible goals and then ask participants to rate the goals and complete the process as you did in #1.

Step 2. Strategies

If you use the Strategies Menu it would seem logical that the activity begin by matching strategies with the goals you identified in Step 1 and that you start with the most important goal and then proceed.

Option 2

A number of options could be employed:

1. Use the newsprint that has the 50 numbered strategies and ask the participants to look at the first goal and identify strategies to use to reach that goal using the strategy menu. Participants go through the menu and place a "1" (referring to Goal 1) after each strategy they feel should be used to reach the goal. If this gets difficult, you may want to return the menus and ask them to rate the remaining strategies, using the process you used for goal identification.

2. You could ask them to use the newsprint, which has the strategies by number and without discussion fit the strategies under the goals they have identified. In other words, for Goal 1 ask them to check which, if any, strategies fit. Then do Goal 2 and so forth until all goals have been examined. The facilitator then uses the newsprint and places the goal number after each strategy. The facilitator then lists one goal and the frequency of strategies under each goal and then winnows the list down from there.

For example, the facilitator places Goal 1 on the newsprint and then puts the frequencies that surfaced for that and discusses it, then goes on to Goal 2 and so forth.

Note: It may be necessary to discuss how many goals or strategies a unit can handle and therefore to prioritize goals and strategies. It is also important that these goals and (particularly) strategies be sequenced, where necessary.

Step 3. Activities

This is how you will reach the goal and implement the strategies. It includes who will do what and when. You will have to decide whether you will identify goals and strategies and then determine who and what or determine a goal, its strategies, and activities before doing another goal. It seems as though the latter will be accomplished in subsequent meetings.

SOURCE: Iowa LEAD Center, 1989.

Strategy Menu

The following list of strategies will help those who hire school administrators as they develop their action plans. **Suggestion:** Use the list as a starting point in developing your plan, then add, modify, or delete strategies as needed.

1. Provide structured opportunities for faculty to acquire needed knowledge for maximizing recruitment of women and minorities.

2. Develop media and other tools (e.g., brochures, newsletters, videotapes) that clarify the benefits of educational administration and the opportunities for women and minorities.

3. Conduct seminars across the state and at state conventions encouraging women and minorities to enter educational administration.

4. Include women and minorities in recruitment teams to recruit women and minorities to school leadership positions.

5. Develop and implement activities that will promote the acceptance of women and minorities in educational administration preparation programs.

6. Develop and implement activities for mentoring programs that promote, support, and assist women and minorities in educational administration.

7. Appoint advisory committees to monitor the effectiveness of the program for women and minorities.

8. Develop a support system for women and minorities within the educational administration program (or within the association). This could include seminars and meetings.

9. Develop and implement strategies for breaking down barriers to the placement of women and minorities.

10. Develop and disseminate criteria for school leadership, including nontraditional criteria.

11. Develop procedures for assessing the skills and aptitudes of prospective school leaders.

12. Develop and promote procedures for nominating women and minorities for school leadership roles.

13. Identify women and minorities to serve as mentors and provide training in mentoring.

14. Identify factors constraining women and minorities from entering educational administration and work to reduce or eliminate those factors.

15. Work with school administrators and board members to eliminate nonpositive stereotypes through newsletters, workshops, and seminars.

16. Use associations and other media to clarify the nature and magnitude of the problem along with the needs and benefits.

17. Disseminate the needs and benefits statement.

18. Disseminate data explaining the nature of the problem and literature supporting the benefit of employing women and minorities in educational administration.

19. Provide local boards with information that challenges stereotypes and addresses other issues in a positive manner.

20. Provide local boards with strategies for working with the community to address stereotypes, sex, race issues, and other barriers.

21. Share criteria for aspiring leaders with school board members, administrators, faculty, staff, and community members.

22. Provide local school boards with suggested strategies for identifying aspiring educational leaders.

23. Provide local school boards with strategies for assessing the entry-level skills of aspiring school leaders.

24. Provide local school boards with strategies for providing support for women and minorities in school leadership positions.

25. Encourage executive boards to adopt formal association/agency policies promoting strategies for increasing women and minorities, noting the positive impact on the educational programs for students.

26. Establish an internal task force on the recruitment and encouragement of women and minorities in school leadership positions.

27. Review policies and practices relative to affirmative action in association and agency employment practices.

28. Identify and involve women and minorities in agency and association–sponsored leadership programs; set guidelines for the inclusion of women and minorities on all statewide committees and task forces.

29. Provide training for executive boards and staff on the benefits of increasing the number of women and minorities in leadership positions.

30. Provide incentives and rewards for those who attend seminars, workshops, and conferences that promote the enhancement of women and minorities in educational administration.

31. Identify and give statewide recognition to women and minority administrators who are excelling in leadership positions.

32. Identify and recognize administrators, regardless of sex or race, who have shown overt public leadership in equity or have demonstrated success in managing diversity.

33. Identify ways to serve as a link between organizations and associations.

34. Propose legislation, contact and inform legislators, and lobby and support legislation encouraging racial and sex equity.

35. Formally study and review literature and state and national practices relative to equity.

36. Set up formal procedures to monitor and evaluate association/agency activities and practices relative to equity practices.

37. Develop a hiring policy or guidelines that incorporate affirmative action rules and promote greater sex–racial balance.

38. Incorporate a discussion of sex equity within the framework of existing education courses.

39. Develop a brochure explaining how to nominate potential candidates for educational administration.

40. Appoint one person to take responsibility for disseminating information on equity issues.

41. Support and encourage research on the leadership styles of women and minority administrators and others who promote androgynous leadership styles.

42. Encourage and support professors in their efforts to recruit women and minorities for education administration programs.

43. Provide peer mentoring for women and minorities in educational administration programs.

44. Provide alternative scheduling for coursework such as weekend, day, or concentrated blocks of time.

45. Develop a publicity campaign to promote the activities of the organization.

46. Provide a clearinghouse for available scholarships, grants, and assistantships for women and minorities.

47. Assist local school districts in developing equitable K–12 curriculum materials.

48. Publicly recognize school districts that encourage and identify potential candidates for school leadership positions.

49. Develop administrator, mentor and sponsorship programs to increase the numbers of women and minorities.

50. Develop applicant pools for women and minority candidates.

SOURCE: Iowa LEAD Conference, 1989.

Organizations

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209–9988
Contact: Gwen Ingram
(703) 875–0718

American Federation of Teachers, AFL–CIO
Human Rights and Community Relations Department
555 New Jersey Avenue NW
Washington, DC 20001
(202) 879–4400

Arizona AWARE
City of Phoenix
251 West Washington, 8th Floor
Phoenix, AZ 85003
Contact: Debbie Dillon

Association of American Colleges
Project on the Status and Education of Women
1818 R Street NW
Washington, DC 20009
Contact: Sherry Levy–Reiner
(202) 387–3760

California Network of Women in Education
16141 Escobar Drive
Los Gatos, CA 95030
Contact: Mary Gardner
(408) 356–4987

Educational Resource Information Center (ERIC)
Office of Educational Research and Improvement
555 New Jersey Avenue NW
Washington, DC 20208–5720
(202) 219–1884

ERIC Clearinghouse on Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403
(503) 686–5043

Florida AWARE
University of Florida
Department of Educational Leadership
2403 Norman Hall
Gainesville, FL 32511
Contact: Joan Curcio
(904) 393–2391

Harvard Principals Center
336 Gutman Library
6 Appian Way
Cambridge, MA 02138
Contact: Milli Blackman
(617) 495–1825

Missouri AWARE
Richmond R–XVI Schools
100 East Royle Street
Richmond, MO 64085
Contact: Joyce A. Dana
(816) 776–6912

National Association for Women and Education
1325 18th Street NW, Suite 210
Washington, DC 20036–6511
Contact: Patricia Rueckel
(202) 659–9330

National Education Association
1201 16th Street NW
Washington, DC 20036
(202) 822–7200

New England Center for Equity Assistance (NECEA)
The NETWORK, Inc.
300 Brickstone Square, Suite 900
Andover, MA 01810
Contact: Fran Kolb
(508) 470–1080

New Mexico AWARE
Vocational Sex Equity Coordinator
State Department of Education
Educational Building
Santa Fe, NM 87503
Contact: Sharon Fox
(505) 827–6646

New York State Association of Women in Administration (NYSAWA)
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Albany, NY 12222
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(518) 442–3796

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Northwest Women in Educational Administration
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Wellesley Center for Research on Women
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Contact: Peggy McIntosh
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Women Educators' Network
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425 Cherokee Drive
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Appendices

Appendix A

- Access to Roles of School Leadership
- NSBA and AASA Adopt Resolutions

Access to Roles of School Leadership

Prepared by Hunter Moorman, LEAD program manager, and Lynn Spencer, LEAD project staff, Office of Educational Research and Improvement, U.S. Department of Education.

Introduction

Two basic issues emerge when examining the status of women and minorities as educational administrators. First, both groups tend to be underrepresented and lack access to administrative positions; and second, the training they traditionally receive fails to acknowledge that they bring with them a set of unique experiences.

Underrepresentation and Lack of Access. Despite recent increases, particularly in the number of female principals, neither minorities nor women are represented in the ranks of administrators either in proportion to their numbers among students or their numbers among teachers.

The percentage of females in superintendencies in 1988 was 5 percent; in deputy or assistant superintendent positions 15 percent; and in principalships 51 percent. The situation is brighter for women than for minorities, who in 1988 held 3 percent of the superintendencies in 1988, 10 percent of deputy or assistant superintendent positions, and 20 percent of the principalships.

The data indicate some other important differences between minorities and women and white men. Unlike white men, both minorities and women are more likely to be found in positions that do not have career paths to the superintendency. For example, minority men are likely to be assistant principals; minority and white women are likely to be consultants and supervisors of instruction. These staff positions are more likely to be end points rather than stepping stones.

There is a significant body of literature about the reasons for underrepresentation, particularly of women. The most comprehensive analysis comes from Shakeshaft (1987). A brief summary of phenomena that apply both to minorities and to women includes exclusion from "old boy networks," and the consequent efforts to attain administrative positions; lack of male participation in child rearing (particularly affecting women's attendance at evening events); and difficulty in being noticed by supervisors as a potential administrator. For minorities, there is the added problem of the declining numbers in the pipeline to college and into teaching. However, women are getting certified as administrators in greater numbers than are men (more than 67 percent of doctorates in education in 1989 went to women). Perhaps more important, however, is the fact that administrators are drawn from the pool of teachers, and minorities (particularly blacks) are currently tending not to enter teaching. It is clear, then, that the underrepresentation of minorities in educational administration stems from different causes than does the underrepresentation of women. (Excerpted and paraphrased from Bagenstos, Naida, "The Role of Project LEAD in Increasing the Numbers of Minority and Female Educational Administrators.")

The Female Experience. Several writers (Bernard 1981; Ferguson 1984; Gilligan 1982; Lenz and Myerhoff 1985; Lyons 1983, 1985; and Noddings 1984) have addressed the subject of a female culture and female world. According to Jessie Bernard (1981), not only do women and men experience the world differently but "the world women experience is demonstrably different from the world men experience."

Studies of women administrators tend to confirm the view that women occupy a world, in addition to the one in which white males live, that provides them with experiences and approaches to life that are different from those of men. These differences have implications on their training, supervision, and effective employment. For example, based on what is known of female work behavior in schools, female administrators might be characterized as relying on their communications skills, making relationships with others central to their actions.

Women administrators tend to focus on teaching and learning, placing an emphasis on achievement. Often they exhibit a more democratic, participatory style--from their speech patterns to their decisionmaking--which encourages a sense of inclusiveness and cooperation. Token status and sexist attitudes toward women combine to create a world in which the female administrator is always on display and always vulnerable to attack. Women realize that their actions reflect on all women. (Excerpted in edited form from Shakeshaft, Charol, "Organizational Theory and Women: Where are We?")

Attitudinal studies have revealed the existence of a pervasive bias favoring males over females. This bias, which is both individually and institutionally held, is demonstrated by less encouragement for females by superiors and more selection and encouragement of males by superiors than self-selection (Johnston et. al. 1980). As a result, women frequently receive little direction regarding their career aspirations.

Women who do obtain administrative positions often find themselves isolated from corporate network and information systems. Frequently these women do not carry the same decisionmaking responsibility as men in similar positions (Lee 1980). As women have neither been allowed nor encouraged to make decisions, they

been allowed nor encouraged to make decisions, they have also not been involved in long-range planning. This lack of responsibility and access to the informal, corporate network often results in women remaining too long in a position and may put an end to upward aspirations.

Psychologically, women are conditioned to believe that they are not capable of holding leadership positions and they lack personal self-confidence to apply for administrative positions. It is possible the reason why men seem to change jobs more frequently than women is that the male career approach emphasizes a more aggressive search for advancement and long-range career planning.

It may be presumed that minorities also inhabit a school different from their majority counterparts and that this difference holds significant implications for their tracking and on-the-job performance. Authoritative evidence is not available on this issue. (Excerpted from Schneider, Gail Thierbach, "Career Path and Mobility Differences of Women and Men in Educational Administration.")

How These Problems Are Being Addressed. Shakeshaft (1987) reviewed the strategies that have been used to increase the number of females in educational administration and their documented outcomes. Although she identified a number of programs, including the American Association of School Administrator's AWARE (Assisting Women to Advance through Resources and Encouragement) and Hofstra University's course for female school administrators, Shakeshaft found only one program that had documented successes in actually placing females in administrative positions.

FLAME (Female Leaders for Administration and Management in Education) has been successful in terms of administrative placement. According to Shakeshaft, because of FLAME, three female educational administration professors had been hired. FLAME also reported that most of the interns in the program were offered jobs at the end of the field experiences and that two FLAME participants wrote grant proposals that resulted in jobs for themselves. Even less is known about the existence or successes or programs designed specifically for prospective minority administrators. (Excerpted from Tonnsen, Sandra, et al., *Programs for Preparing Minorities and Women in Educational Administration.*)

What LEAD Centers Are Doing. LEAD Centers nationwide are sponsoring activities to address the problem of underrepresentation of women and minorities in educational administration. Typically, the kinds of activities that are being promoted include:

- Creating or supporting existing networks of minorities and women administrators;
- Sponsoring special training opportunities, such as conferences and seminars;
- Providing funds to encourage women and minorities to participate in inservice training activities and stipends or scholarships for preservice preparation;
- Identifying mentors to assign to new or potential administrators;
- Providing internships for certified minority and female administrators;
- Recruiting teachers into administrative training programs;
- Sponsoring workshops for school board members and superintendents to encourage them to hire minority and women administrators;
- Maintaining data banks of certified administrators and making them available to districts which have openings; and
- Publishing newsletters to disseminate information of particular interest to women and minorities in administrative positions.

(Excerpted from Bagenstos, Naida, "The Role of Project LEAD in Increasing the Numbers of Minority and Female Educational Administrators.")

Additional Suggestions for Addressing the Problems. Authorities make the following recommendations for addressing problems of underrepresentation of women and minorities and lack of access:

- State education agencies, state school administrators' associations, local school districts, and colleges and universities that offer programs in educational administration should be analyzed for their effectiveness in training and placing participants.
- Women and minorities must continue to pressure policymakers to respond to their special needs, which arise from their differences from the white male administrator.
- Graduate courses in administration should include content related to problems faced by female and minority administrators. The success of graduates in attaining administrative positions should be monitored.
- Instruction in education administration should include case studies of women and minority administrators; women and minority speakers to discuss the issues relevant to female and minority students; internships with other women and minority administrators; and research on the styles of women and minority administrators.
- Goals for administrator training programs for minorities and women should include development of an awareness of career options; improved self-awareness; knowledge of how to balance the various components of a life; and skill development.
- In addition to developing and implementing special administrator training programs for women and minori-

ties, other ways to facilitate their training and placement should be explored and initiated.

- Women and minority administrators and teachers should be included in the hiring process of new administrators. Present women and minority administrators need to actively recruit and encourage others to pursue administrative careers.
- Policymakers and top administrators should consider establishing nomination committees in addition to posting job announcements. There is nothing more encouraging than receiving a letter soliciting one's application for a position.
- Seminars for school board members should be developed by departments of educational administration and professional organizations in order to familiarize them with the qualifications and attributes of women and minority administrators.
- Special consideration should be given to conduct seminars to heighten the career aspirations of women and minorities and to prepare them for seeking administrative positions to establish and maintain positive mentoring relationships.

(Excerpted from Matranga, Myrna, "The Unmet Challenge: Getting to the Top," Tonnsen, Sandra, ibid., and Schneider, Gail T., ibid.)

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NSBA and AASA Adopt Resolutions

1. NSBA Resolutions Underscore Aggressive Policy Stance:

To further strengthen its more proactive policy approach to current education issues, the National School Boards Association adopted resolutions on a variety of societal issues affecting public education during this four-day annual convention in Anaheim, Calif., April 1-4, 1989:

In other resolutions adopted, NSBA:

- Urges increasing the number of minority teachers in the elementary and secondary schools, and the appointment and advancement of minorities and women to administrative positions.

ISBA Newsletter, Vol. XVII, Issue 4, April 1989

2. The American Association of School Administrators Adopts the Following Resolutions:

E.6 Women Administrators

AASA shall urge local, state, and national educational organizations to: Establish and carry out effective affirmative action programs that lead to the appointment and/or advancement of women to leadership positions.

- Involve women in leadership training opportunities, both as participants and leaders.
- Involve women at levels of decision making.
- Involve women administrators in the total sociocommunity.
- Retain women administrators and provide for career progression.

E.6 Minority Administrators

AASA shall urge local, state, and national educational organizations to: Establish and carry out effective affirmative action programs that lead to the appointment and/or advancement of minorities to leadership positions.

- Involve minorities in leadership training opportunities, both as participants and leaders.
- Involve minorities at levels of decision making.
- Involve minority administrators in the total sociocommunity.
- Retain minority administrators and provide for career progression.

Appendix B

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LEAD Project
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Pago Pago, AS 96799
(684) 633-1282
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Notes to the Trainer

Strengthening Support and Recruitment of Women and Minorities

Use of Manual. The information contained in the *Manual* can be used for training purposes or for presentations before large or small groups. Each of the five activities also can be used independently.

Time. Time options are given for the total activity as well as each subpart. The time required to present all the information in the manual ranges from 6 1/2 to 12 hours and depends on the audience and the presenter. Time allocations for each activity can be adjusted accordingly.

Transparency. An overhead projector and screen are required for each activity. The designation "T" indicates the use of a small transparency. *Please note:* When reporting out small group activities, the use of chart paper or transparencies is effective and is therefore recommended.

Activity: **Introduction (20 Minutes)**

Remarks:

1. Welcome the group. Introduce all the trainers. (5 minutes)

2. If the group is small enough, have the participants introduce themselves. (10-15 minutes)

3. Give the background and purpose of the National LEADership Network Study Group on Women and Minorities. Display T1 and T2, pages 3-5. (5 minutes)

Activity 1: **Establishing A Context By Developing A State Demographic Profile (90 - 180 Minutes)**

Remarks:

1. Show T3, page 9.

2. Review the "Intent" of this activity by showing T4, page 11. (3 minutes)

3. Start by asking key questions as participants begin to look at demographic data. Use T5-10, pages 13-23. (5 minutes)

(**Option:** Skip 3)

4. Supplement these questions (remark 3) with local data from the school district, state, or region. To personalize the activity, make and use transparencies or handouts. (5-10 minutes)

(**Option:** Skip 4)

5. Summarize 3 and 4 by asking the group "Why is this information important?" Use T11, page 25. (5 minutes)

6. Tell the group that a common understanding of key terms is needed. Use T12, page 27. Briefly discuss. (10 minutes)

(**Option:** Skip 6)

7. Divide the group into subgroups and ask them to discuss "What questions do you have about administrative staffing in your district or state?" (Use page 29 as a guide.) After 10-20 minutes have the subgroups report to the entire group. (40-60 minutes)

(**Option:** Ask large group to generate questions; the trainer should record these for all to see) (15 minutes)

(**Option**: Tell the participants to look at page 29 for key quesions they might want to answer) (5 minutes)

8. Ask the group, "What are the sources for obtaining this information?" Write the responses on a transparency or chart paper. (Use page 29 as a guide.) Follow this discussion with a mini-lecture on "Possible Resources for Data Collection." (Use pages 57-59 as a guide.) (30-40 minutes)

(Option: Tell group to look at page 29 and briefly discuss) (5-10 minutes)

9. Give a mini-lecture on "Suggestions for Obtaining Data." (Use page 29 as a guide.) (10 minutes)

10. Discuss possible ways to present the data. Use T13-24, pages 33-55. (20 minutes)

(Option: Skip remark 10)

11. Give mini-lecture on "How the Data Can Be Used." (Use page 30 as a guide.) (20 minutes)

(Option: Tell participants to look at page 30 and briefly discuss) (15 minutes)

12. Closure--return to "Intent" of this activity (T4, page 11), and briefly summarize. (5 minutes)

Activity 2: Expanding Recruitment Efforts (30-90 Minutes)

Remarks:

1. Show T25, page 63.

2. Review the "Intent" of this activity by showing T26, page 65. (3 minutes)

3. Divide participants into small groups. Have them discuss "Getting Started." (Use page 67 as a guide.) Have them focus on their own individual situations, concerns, and potential problems. Have them report back to the entire group. (30 minutes)

(Option: Give participants a handout of pages 68-69.) (5 minutes)

4. Give mini-lecture on "Current Recruitment Programs." (Use pages 67-69 as a guide.) (15 minutes)

(Option: Prepare handouts of programs and have participants discuss in small groups) (15 minutes)

5. Give mini-lecture on "Possible Resources." (Use page 71 as a guide.) (20 minutes)

6. Closure--return to "Intent" of the activity (T26, page 65) and briefly summarize. (5 minutes)

Activity 3: Providing Entry-level Support (120-180 Minutes)

Remarks:

1. Show T27, page 75.

2. Review the "Intent" of this activity by showing T28, page 77. (3 minutes)

3. Give a mini-lecture on "Providing Entry-Level Support." (Use pages 79-80 as a guide.) Summarize by using T29, page 81. (20 minutes)

4. Give a mini-lecture on "Recommended Practices for Entry-Year Programs." (Use page 83 as a guide.) Summarize by using T30, page 85. (15 minutes)

5. Divide participants into small groups and discuss "What Do Beginning Administrators Need?" Focus on knowledge, skills, and competencies. Report to entire group after 20-30 minutes. Use sample frameworks on T31-37, pages 87-113. (45-60 minutes)

(Option: Have participants read pages 87-113 and discuss) (20 minutes)

6. Lead large group discussion on "How We Can Provide What Is Needed" (items generated in remark 5). (20 minutes)

7. Divide participants into small groups. Have them discuss: "What are the issues minorities and women must be prepared to address?" (Use page 115 as a guide.) Put their responses on transparencies and report them to entire group. (30 minutes)

8. Lead a large group discussion on "What Components of Programs Would Help Alleviate the Issues Identified?" (Use pages 115-116 as a guide.) (20-30 minutes)

(Option: Use T38, page 117, as a basis for a mini-lecture.) (15 minutes)

9. Closure--return to "Intent" of this activity (T28, page 77), and briefly summarize. (5 minutes)

Activity 4: **Promoting Advancement Opportunities (60-105 Minutes)**

Remarks:

1. Show T39, page 123.

2. Review the "Intent" of this activity by showing T40, page 125. (5 minutes)

3. Give mini-lecture on the "Key Issues for Providing Advancement Opportunities for Women and Minorities." (Use page 129 as a guide.) (15 minutes)

4. Divide the group into subgroups. Discuss "Barriers To Advancement." Have recorders from each group report out to the entire group. (Use page 129 and T41-42, pages 131-133 as a guide for possible answers.) (30 minutes)

(**Option:** Give mini-lecture using pages 127, 131-133 as a guide.) (15 minutes)

5. Divide participants into three groups. Assign each group one of three areas: Mentoring, Networking, or Professional Development. Have each group discuss its area as a strategy for advancement. Discuss the strengths, problems, and the responsibilities of the school district, professional associations, higher education, and the state in these strategies. Recorder for each group should report to entire group. (Use pages 127-128 as a guide.) (45 minutes)

(**Option:** Present mini-lecture, using pages 127-128 as a guide.) (15 minutes)

6. Closure--return to "Intent" of this activity (T40, page 125 and briefly summarize. (5 minutes)

Activity 5: **Determining Next Steps (60-120 Minutes)**

Remarks:

1. Show T43, page 145.

2. Review the "Outcomes" of this *Manual*. (Use T2, page 5) (5 minutes)

3. How the trainer proceeds from here will depend on the readiness level of the participants.

(**Option 1:** Give mini-lecture on suggestions for possible follow-up activities and next steps for the group. (Use pages 151-154 as a guide.) (30 minutes)

(**Option 2:** Allow the individual participants time to reflect privately on what they think their next steps should be. After 5-10 minutes, divide the participants into like groups (same district, state, region). Provide the groups time to discuss where to go next. Point out the resources on pages 155-157. The group's planning should include discussions on:

(a) when to meet next as follow-up to the training.
(b) their initial goal; and
(c) some potentially easy beginning steps or strategies. Point out the resources available from pages 155-167. (60-90 minutes)

4. Closure--lead an all-group discussion on some of the subgroup plans. Solicit and answer questions from the participants. (20 minutes)

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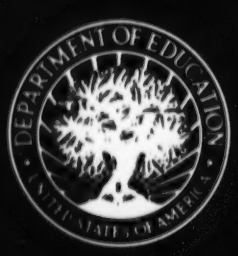

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